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Childhood Education

In the Beginning

*The significance of a good start
in a school year--anecdotal
accounts*

September 1953

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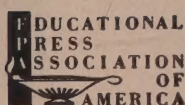
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For Those
Concerned With
Children 2-12

Childhood Education

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

1953-54: Learning At Its
Best



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The beginning of the school year
gives us a new take-off point.

Courtesy, Grand Rapids Public Schools, Mich.

Learning At Its Best

MARJORIE HARBOUR, WHO REPORTS ON THE LENGTH OF THE SCHOOL year in England, writes:

"The beginning of a school year might well be the opportunity for 'turning over a new leaf' both literally and metaphorically as children start work afresh in another class. . . . Children in England do nearly all their written work in exercise books, having a different book for each subject. . . . With the best will in the world, exercise books have a way of getting dog-eared and untidy! How children look forward to leaving the blots and smudges behind and starting new books in a higher class with another teacher. . . . All hope they will go far before they 'blot their copybooks!'"

All of us feel in sympathy with the children and the unsmudged books. As adults we know from experience that we will make mistakes but we hope we have learned from the past ones.

The beginning of the school year gives us a new take-off point—we look again at our goals with intent of clarifying them. We redefine our course of action.

As adults working with children we have a two-fold purpose in a good beginning—for ourselves and for children. Surveying what can be done we realize that we will change constructively to the degree we believe we can. Past experience plays its part. But the spark of initiating action—to whatever degree possible—is provided by the individual. The second part of the purpose becomes clear as we realize that we represent society's role toward children. Their opportunity to make good beginnings in forthcoming years is based in part on the experiences they are having this year. We are looking toward constructive change in behavior—in ourselves and in those whom we guide. How shall we achieve it?

"Learning At Its Best," the theme of this year's issues of CHILDHOOD EDUCATION, certainly involves rethinking what we know of the learning process itself, learning more about what we are actually teaching rather than what we think we are teaching. Here again we will look at behavior patterns asking the eternal question "why."

We will need to consciously define our problems. What are our resources—those within ourselves and those without? We will need to relate ourselves to our resources—to make the best use of what we have.

None of these techniques can develop in cold isolation. Instead we must grow in empathy—in mutual understanding—of those with whom we work.

ONLY THEN CAN WE STRIVE TOWARD THE OVER-ALL AIM OF EDUCATION which is to increase the area of behavior in which deliberative or conscious action can take place. Because we have opportunities for fresh starts there is hope in all inservice, parent, or adult education.—C.E.C.

EVERYBODY BEGINS

We enlisted the help of twenty-one people to give these "on-the-spot" reports of successful ways of getting the year off to a smooth start. The returns were compiled into three sections. The first section tells how preparations are made for the child's first day at school. The second section deals with teacher orientation to new teaching situations. The third shows how teacher education schools are helping with the orientation.

There are probably many good ideas that aren't included here because we didn't know about them. Send them to us and we will carry an encore in the May issue so that they will be in time for the 1954 plans.

The First Day and Before—

WE HAVE FOUND THAT AN ORIENTATION meeting prior to the child's entrance into kindergarten is a tremendous aid, *South Bend, Indiana*, reports. The child receives an invitation in the mail inviting him and his mother to come to a meeting.

When Michael and Mrs. Jackson reach Marquette School, Michael goes into the gymnasium where PTA volunteers are caring for small groups of children. He is immediately absorbed into a group and helped to find something in which he becomes interested.

Mrs. Jackson joins the others in the auditorium where the PTA president is welcoming the new mothers. The school nurse, a member of the kindergarten staff, and the principal are introduced. Each of them shows the parents ways in which they can help their children get ready for kindergarten.

Then each parent takes her child to the room assigned for the demonstration.

The "old-timers" show the new children why they like kindergarten. There are games, songs, rhythms, and a story, then much too soon, it's all over.

Michael can hardly wait until he starts to school! Mrs. Jackson is anxious for him to go too, because she knows something of the experiences he'll be getting at school. Kindergarten days will be happy ones for both of them.

Pueblo, Colorado, has a similar program. To share some of the differences:

School children survey the community to secure names of children who will attend kindergarten in the fall.

While mother is busy each of the present kindergarteners takes the hand of a prospective kindergartener and leads him to the kindergarten room to show him the room pets, playhouse, slides, and other equipment. Gingerbread men, which the kindergarteners baked several days earlier, and ice cream are served.

Mothers hear the principal discuss:

- importance of securing the child's birth certificate at once;

- training a child to be independent by learning to dress himself, hang up his clothes, pick up his toys, tie his shoes, and take care of himself at the toilet;

Contributors for this section were: Audrianna Allen, Seattle, Wash.; W. Theo Dalton, Alabama Polytechnic Institute, Auburn; Virginia Dinkel, South Bend, Ind.; Chloe Holt Glessner, Oklahoma City, Okla.; Elizabeth Gunn, Los Angeles, Calif.; Edna E. Helgeson, Myrtle Creek, Ore.; Edna Hellstern, Pueblo, Colo.; Leonard Hooper, East Orange, N. J.; Lillian Logan, Union College, Lincoln, Neb.; Bernice Nash, Lawrence, Kans.; Robert Scott, Seaford, Del.; Ethel Stewart, East Orange, N. J.; Ruth H. Tuttle, Denver, Colo.; Vivien E. L. Teubner, and staff, Menlo School, Los Angeles; Florence E. Wright, Portland, Ore.

- taking many walks back and forth to the school grounds during the summer, crossing the streets only at the corners;
- teaching the child to distinctly say his full name and address;
- selecting clothing for Fall so the child can handle ties, buttons, and zippers, and simple enough that the child will enjoy painting, playing in the sand box, and other activities without fear of getting his clothes soiled;
- marking all articles of clothing with the child's name;
- providing a smock to wear during work periods and a rug for the rest period.
- having a thorough physical examination by the family doctor before Fall.

Lawrence, Kansas, formerly held large pre-school round-ups in which the children were given physical check-ups and immunizations. For the past two years a new plan has been tried. The parents are invited to a Spring meeting. The school nurses talk about good health practices for young children, parents are encouraged to have immunizations and physical check-ups by the family doctor, a health film is shown, the school principal or kindergarten teacher gives a short talk and there is an acquaintance hour. The kindergarten teachers like the new plan because the first school experience of the child and parent is pleasant.

Handbooks

Many schools report the use of handbooks for parents of prospective kindergarten children.

Alamance County Schools, Graham, North Carolina, has a 16 page, cleverly illustrated booklet which is put into the hands of parents on the first day of school. It is to help them understand better what is expected of their child when he enters school. It also suggests some policies of the school.

Each page is given a title to attract

the interest of the parents, i.e.: When we start to school; Our parents should protect us by . . . ; We should know . . . ; We will need . . . ; We should be able to . . . ; We will get ready for school each day by . . . ; Our school will want . . . ; Mother and father should . . . ; Our school will . . . ; Our teachers will try to . . . ; We will learn . . . ; Here are some books we will like to have read to us at home . . . ; Here are some books our parents may find helpful. A page for a personal record is provided in the back.

The booklet is developed with the idea that the school is an extension of the home. The school can serve best when home and school are cooperating.

The bulletin *Welcome to Kindergarten* was prepared by teachers, parents, and supervisors in *Lawrence, Kansas*. It is mailed in August to parents of prospective kindergarten children. This bulletin gives information about teaching the child safe ways of coming to school and going home from school, suggestions about clothing easy to manage, health policies of the school, home reports and conferences, and the program of work in the kindergarten, with a short bibliography of books and pamphlets.

Seaford, Delaware, too, has prepared a 12 page bulletin for parents of prospective first graders. Full-page pictures were drawn by first graders themselves to explain to the incoming group, and incidentally their parents, some of the things which they have been doing. The captions are one line sentences dictated by the first graders, such as—"We will walk through the halls to our rooms." "We will have desks and chairs in our rooms. We will learn to read, to count and to write in our room." "Some of us will bring our lunches to school. Some of us will buy our lunches at school." "We will draw and paint in school."

The Menlo Avenue School in Los

Angeles has a bulletin for parents that suggests preparations for school along with an explanation of school activities in terms of how they fit into the child growth and development pattern.

Staggered Enrollment

Seattle, Washington, reports that some of the kindergarten teachers have been experimenting with a staggered schedule for the first day of school. They are really enthusiastic about the smoothness of this procedure.

Before school opens, the list of children registered for entrance is divided first into morning and afternoon session groups and then into lists of about three groups per session. Next, a card is sent to each home (preferably in the form of a personal note to the child) designating a particular half-hour or hour's appointment for the first day. The nine o'clock hour is left open for late registrants.

Upon arrival, each child is greeted individually and encouraged to explore the kindergarten room with his mother. A few well-chosen materials such as crayons and puzzles are placed in conspicuous spots to tempt manipulation.

After the children begin to feel comfortable in their new surroundings, they are called together as a group for such activities as hearing a story, playing a game, or anticipating tomorrow's fun. At this time, the mothers are invited to another room for coffee and further orientation, while the children try detaching themselves temporarily from parental apron strings.

In *Lawrence, Kansas*, the staggered enrollment in Fall for kindergartens is done in alphabetical order two days preceding the opening of school. The first group of parents is invited to school between 9-11; another group comes between 1-3. Ample time is allowed for the teacher to meet each parent and child.

Released Time—Home Visiting

In *Oklahoma City* teaching is done until noon the first week of school, then school is dismissed, and the getting acquainted period progresses through the afternoon. During the second week the kindergarten and first-grade teachers continue this program.

Last year more than 14,000 homes of children in grades two through six were contacted. Teachers in these grades spent about 6000 hours in visiting. Nothing has ever been done in the *Oklahoma City Schools* which has been so beneficial to pupils and teachers. Not only do teachers learn the children's names sooner, but they feel closer to them. They become aware of home conditions and the pressures and tensions under which many children labor.

For the first three weeks in the Fall, kindergarten children in *Lawrence, Kansas*, come two days each week. For instance, half of the morning group comes on Tuesday and Thursday and the other half comes Wednesday and Friday. Small groups in the beginning help bring about a more relaxed atmosphere in the room with less stress on the children and teacher. On Monday the teacher has group conferences with parents. The parents of one group meet together. In this manner, parents become acquainted with each other at the very beginning of the school year. At this conference, the teacher explains the program and policies of kindergarten. Parents are urged to participate in the discussion and to make appointments for individual conferences during free time on one of the first three Mondays of the school year.

Kindergarten Prepares for First Grade

At the close of school in *Lawrence, Kansas*, kindergarten children are given a bulletin, *Your Child Goes to First Grade*, along with the home report. This



DO have centers of interest which encourage exploration

Courtesy, Chicago Public Schools

bulletin has been prepared by teachers, parents, and supervisors and gives suggestions of things to do and things not to do in helping the child become more interested in learning to read, in helping him develop number concepts, and in helping him to meet new situations.

For the first two weeks in the Fall, first-grade children come only a half day. The first grade is divided into two groups and half of the children come in the morning and half in the afternoon. Small groups help relieve stress and strain on both children and teacher. The teacher has a better opportunity to become acquainted quickly with the group. During these two weeks, the teacher also plans individual or small group conferences with parents.

The Really First Day

From *Portland, Oregon*, comes this story:

Two years ago, when a mother called to ask if there was any way in which she could help on the first day of school, I answered heartily, "Oh thank you, indeed there is." The first day of school in first grade is a busy one, since children cannot help. This year five mothers

will help. Parents like to know that there are places in school where they are really needed.

Each mother has a table. A little placard in front says, "This is Mrs. . . . She will help you. . . ." At the first table the mother helps the newcomers fill in the registration form fully. At the next table each mother fills in a form which we find invaluable for the first day:

- Child's full name. . . . nickname . . . Telephone. . .
- Does he come on a bus? . . . Bus number?
- Does he have his lunch? . . . Buy his lunch . . . Go home for lunch . . .

At the next table, lunch tickets are for sale, or money collected for those wishing to buy a single lunch. On the next table is a display of the things the child will need—a beginner's pencil, large crayolas, a plastic bag and a piece of toweling for keeping clay moist, a smock made from daddy's shirt, and anything else the teacher wishes to have provided by the home. The fifth mother writes the child's name in manuscript on adhesive tape to be put under his coat hook.

This assistance from others leaves the teacher free to greet parents and children

and help them feel comfortable in their new environment.

A fifth-grade teacher in *East Orange, New Jersey*, has found that an inviting bulletin board arrangement depicting scenes of holiday pastimes, with the group sitting in a semicircle facing it, stimulates open discussion and self-description of summer-time happenings. However, to make this a truly meaningful and personal experience, remember to include pictures of summer pastimes that take place in the city, as well as experiences in summer camps and vacation spots. Each child can introduce himself and compare his experiences with those shown in the bulletin board pictures.

As a follow-up, the children illustrate their summer fun by drawing pictures for their own bulletin board. Sometimes group members contribute a display of trinkets and mementoes collected in their summer travels.

A *Denver, Colorado*, first-grade teacher writes:

The second day of school the children discovered my portrait. The "reasonable facsimile" was largely due to hair style and costume for it was a self-portrait and I'm no artist.

When the excitement and the very flattering remarks had abated, I suggested each of them might make a self-portrait and we could have a portrait gallery. No urging was needed.

The portraits were delightful. Before we arranged them in our pocket chart we had a wonderful time discussing likenesses and points by which each could be recognized. The interest in the portraits and in each other heightened.

We used the portraits again and again. Every morning as children came in each took his own portrait from the chart. Any absentees were determined by the unclaimed portraits. Sometimes an er-

rand or a task was assigned by displaying a portrait. Groups for activities were designated by arranging the portraits in the chart.

Soon everyone could identify any portrait, and there was a feeling of unity and an air of equal importance within the group. After all, hadn't everyone's portrait been displayed and admired and used? And isn't one's portrait very important?

Lillian Logan, Union College, *Lincoln, Nebraska*, passes along these do's and don't's for the first day:

Do—

- Plan a staggered enrollment.
- Wear your prettiest dress and brightest smile.
- Have a flexible plan.
- Have centers of interest which encourage exploration, experimentation, manipulation, and creation.
- Provide a name tag for each child.
- Participate in activities.
- Recognize the significance of the day.

But—

- Do not plan a formal rest period.
 - Do not have a mid-morning lunch.
 - Do not ignore the shy child.
 - Do not lose your perspective or poise.
 - Do not forget that teaching can be exciting.
- The *Menlo Avenue School, Los Angeles*, evaluate their efforts for establishing a sense of security for the child on his first day with these criteria:
- Wholesome stimulating environment.
 - Teacher knows and recognizes each child by name.
 - Each child knows about the toilet, drinking fountain, and coat closet. He knows where to find his possessions.
 - Each child knows there is no restriction or rule during this work and play-

time. He can converse, manipulate materials, and enjoy physical activities with complete freedom.

- He knows mother will be waiting for him in a designated spot.

- He understands there is no cause for fear. This is his world!

The First PTA

A school in *East Orange, New Jersey*, reports that during the first month of school the PTA holds an "Open House" meeting in the kindergarten to provide a definite specific picture to the parents of their child in school.

Informal discussions center around topics such as these:

- Presentation of the daily schedule.

- Explanation of school equipment and purpose of the "play program."

- Description of characteristic art work with examples.

- Demonstration and explanation of manuscript writing, avoiding home teaching of the capital alphabet.

- Explanation of what is expected of the child at school regarding self-help in dressing and responsibility in "clean-up" and routine tasks, with suggestions for carry-over in the home.

- Emphasis on the importance of such things as: good attendance, absence notes, appropriate and labeled clothing, good health habits.

- Explanation of school regulations and procedures such as: traffic rules, birthday celebrations.

- Emphasis on the importance of parent-teacher conferences for close cooperation between home and school.

Orientation of New Teachers

NINE PEOPLE RESPONDED TO THE suggestion that they tell how new teachers were oriented into their school systems.

Expressed in one form or another throughout all the responses was the need to make new people feel that they are wanted, accepted by the group, and that working with children is a cooperative affair. They thought it was important to establish social and professional security and give firsthand background of information relative to policies, procedures, and philosophy of the school system. The "esprit de corps" of the whole staff—administrators, specialists, teachers, custodians—was stressed as necessary to provide a pleasant background for teachers and children.

Orientation begins with interview. Orientation of new teachers actually begins with the interview in *Richmond, Indiana*. Impressions gained are lasting and often determine attitudes. Appli-

cants are treated with courtesy and frankness. Desired qualifications are stated. Questions regarding philosophy and working conditions are answered. Candidates are permitted to visit classrooms and talk with teachers at work.

When and how long? Most of the reports indicated that the orientation was begun during a pre-school period of three days to one week in length. There were many indications that the helpfulness to new teachers did not end with the opening day of school.

Some schools have special sessions for new teachers in pre-school workshops. Others report that *all* teachers and supervisors meet together for making plans and forming policies. In some cases teachers are given two or three half days

Contributors for this section were: Lester George, Richmond, Ind.; Beth Hankins Griesel, Everett, Wash.; Edna E. Helgeson, Myrtle Creek, Ore.; Edna Hellstern, Pueblo, Colo.; Bernice Nash, Lawrence, Kan.; Ledell T. Osborne, Fort Worth Tex.; George E. Raab, Scarsdale, N. Y.; Russell Shoemaker, Scarsdale, N. Y.; Elizabeth Woods, San Marino, Calif.

during this week for making individual plans and working in their own rooms.

Experienced teachers help. Often experienced teachers are asked to help newcomers. They are on the same grade level and give help in understanding the school resources, services, special subjects. Clerical responsibilities such as the school register and permanent record cards are explained. The school programs for health, remedial work, psychological help, and reporting to parents are also discussed.

Many of these "Big Brother or Sister" programs included help and advice on personal problems, such as locating a place to live, where to shop, how to travel about the community, and often seeing that the newcomer is invited to attend the church of his choice.

Usually provision is made for the specialists such as the person working in art, music, remedial, psychological, health, physical education, to explain their services.

It is recommended that the building units think through the daily schedule and program before school begins. Provisions for lunch time, use of shared facilities, and any special plans for the opening days of school, must be thought through by the total group of teachers.

The distribution and storing of textbooks, supplies, and equipment can take place before school opens. This enables teachers, in the opening days of school, to concentrate on their most important responsibility—children. If properly planned for, there is merit in having children participate in this job.

The Menlo Avenue School, Los Angeles, has a bulletin for teachers suggesting procedures and how to find out when and where their responsibilities are.

One school recommends in the pre-school period that there be teacher study

of the pupils who are to be in their classes. This presupposes many teacher-teacher conferences and much research in the school files.

A daily principal-teacher conference for a few days to assist in planning gives a sense of security and prevents problems.

Last year's new teachers in *Myrtle Creek, Oregon*, were interviewed as to what they liked during their orientation period. Mentioned most often was the placing of fresh bouquets of flowers in the room the first two weeks of school; later, potted plants, and in the Spring cut flowers were brought. They appreciated the friendly reminders of the various reports that were to be made out. The time and manner of making them out was helpful, too. They felt more comfortable when an explanation was given on the use of the textbooks—which have been used the year before.

A handbook for the use of school community aids, such as visual aids properties, procedure for field trips, and special materials for art and science proves very helpful for taking advantage of them; films must be ordered long before their scheduled showing.

Introduction to school organizations. Time is provided in *Ft. Worth, Texas*, for a general assembly in which the new teachers hear representatives from local school organizations such as Classroom Teachers, Association for Childhood Education, and Teachers' Credit Union. They tell how these groups function and are invited to cast their lots with them.

The Community Helps

Several schools report that their Boards of Education entertain all new personnel. PTA's, too, are active in entertaining and getting acquainted with the new people. The keynote seems to be an informal, relaxed program.

Pueblo, Colorado, reports a luncheon with all teachers attending along with representatives of business, industry, and labor organizations. Following the luncheon the teachers visit business and industrial plants in the afternoon.

In *Scarsdale, New York*, the Board of Education sends the *Scarsdale Inquirer*, a weekly newspaper, to all new teachers during the summer months. The Teachers Association sends the *Scarsdale Key-noter*, a source book with information about civic and social organizations in the community.

Everett, Washington, is a lively, forward-looking lumber community. To acquaint the new teachers with the community they have lunch in the Paul Bunyan Cafeteria of the big Weyerhaeuser Mill B. There they enjoy the murals depicting the industry's growth and see the motion picture "The New Paul Bunyan." A tour of that particular mill is followed by a rolling tour of the other lumber industries in the community.

Pulp and paper mills, wood by-products, forestry, fisheries and fishing constitute the industrial life of the city and are a part of the lives of the children. Knowledge of them is of great interest and value to new teachers.

Most of the reports included details of trips through school facilities and community resources for all new people.

A Social Life Is Provided

To make the new person feel welcome, principal and other members of the faculty in *Richmond, Indiana*, write friendly letters. Early in the Fall there are invitations to visit in the homes of the principal and other faculty members.

Nearly every report stated activities such as all-school picnics and parties, social hour the first day, opportunity to join social groups functioning in the community. There is a definite attempt to create a friendly and informal atmosphere which is beneficial to the old and the "new-to-the-system" teacher alike.

College Programs for Teacher Orientation

The School of Education of the Oklahoma Agricultural and Mechanical College, Stillwater, begins in the Spring to help students finishing B.S. degrees in teacher-education for elementary school get oriented for their first teaching positions. Frequently students have signed contracts by March. In cities, of course, they do not know the specific school. Nevertheless, two weeks in that community of their choice makes a big difference in their readiness for teaching in September.

A cooperative arrangement is worked

out in advance with superintendent, supervisor, principal, and the teacher. Students are encouraged to (1) live in the community; (2) to be a participating member in a home and in the community; (3) to do some all-day teaching; (4) to be a part of the total school life.

How it works. Two students signed contracts in Tulsa, Oklahoma. In late April (1953) they spent two weeks in one of the school-communities of that city. They visited supervisors in the Board of Education building and became acquainted with people and over-all policies. They visited in the elementary school where arrangements had been made with the principal and with a kin-

Margaret Hampel reports from the School of Education, Oklahoma Agricultural and Mechanical College, Stillwater. The last two reports are reprinted from *The Newsletter* (April, 1953) by courtesy of the Council on Cooperation in Teacher Education.

ergarten teacher for their two weeks' experience.

The kindergarten teacher who worked with these students commented that she was delighted to have them when she found they were "do-ers" and not sitters. She planned carefully with the students and they, after several days in the situation, were doing a good job of teaching.

It happened to be the time when parents whose children would start kindergarten in the Fall were bringing them to school for a health check-up and for a brief visit in the kindergarten.

This is what happened in the kindergarten room. At intervals, a mother and child slipped in for their visit. It was interesting to see how child and parent made their own adjustments. Much "at-easeness" and happiness and confidence came from these informal experiences. No fuss and bother about it! All day long the mothers and children (only one pair at a time and at well-spaced intervals) had a look at, and a little bit of doing in, the new environment.

Assistance on the job for beginning teachers is recognized as part of its professional responsibility by *Central Washington College of Education, Ellensburg*. The follow-up program has been organized on such a basis as to give preference to cooperative action on the part of the beginning teacher, the school system, and the college. Letters stating that on a designated date a college representative will visit their school system to discuss factors contributing to the success of the beginning teacher are sent to the teacher, the principal, and the superintendent. Suggestions are made concerning items for discussion. These include: adequacy of preparation of beginning teachers, orientation procedures, adjustment to teaching and to the community, provisions for acquainting teachers with instructional materials and with cumula-

tive records, types of supervision given to teacher, examples of teacher initiative in utilizing opportunities for self-improvement, suggested assistance from the college. The discussions are mainly three-way conferences so that all those concerned with the problem may participate. The program has proved valuable to beginning teachers and to administrators who welcome this service by the college. In addition, it has resulted in suggestions for the improvement of the college program in teacher education.

Teachers in the *Cincinnati Public Schools*, during their first year of teaching experience, must register at the University of Cincinnati for a course entitled "Practicum." The students in this course are paid full salary and are classified as regular teachers, holding four year provisional certificates. Their tuition is paid by the Cincinnati Board. The instruction in the practicum is a cooperative endeavor between the University and the city schools. The students may or may not be University of Cincinnati graduates. The chief objective of the practicum is to help teachers do the best work possible during their first year of teaching. There are two means by which instructors in the practicum work with teachers. One is frequent classroom visitation, weekly at the beginning of the year and later occurring every two or three weeks. The second is the practicum seminar. Its content is organized around specific problems of teaching as the instructors and teachers see them in the classrooms represented. The program leads to a desirable coordination of effort between the University and the city schools. It provides opportunity for the University to follow the work of its graduates and the city schools to intensify their efforts in helping teachers when they can best profit by such help.

The Significance of *a Good Start*

What happens to the beginner in school this year may well be the beginning of factors which will cause him to be a drop-out nine, ten, or eleven years from now. What can we do about it? Otto Yntema, director of extension and adult education, Western Michigan College of Education, Kalamazoo, suggests the important role we play.

TO MOST ADULTS ENTERING UPON A NEW experience, whether it be matrimony, a change of vocation, or the assumption of a civic responsibility, a good beginning is frequently the most reliable indication of success. To a child starting in school, a good beginning is an absolute essential. Without it, he will be handicapped in an educational experience that will carry him through twelve years of elementary and secondary education. Without it, unless he is one of the few who can be successfully rehabilitated, he will probably be counted among the forty percent who drop out of school before completing the twelfth grade.

To a child, the kindergarten is his first great adventure. He has no recollections of his introduction into the home. His adjustment to the pattern of life in the home was a gradual experience during which he developed a sense of values that have become almost absolute, for he has had no other experiences of consequence for comparison. Now, for the first time, he is thrust into a wholly different world surrounded by strange faces, confronted by a new authority, and faced by a divergent set of values.

The new faces represent the children of his own age—boys and girls with whom he must learn to live and to communicate. The new authority is the

teacher, whom he must learn to respect, and upon whom he must rely for inspiration, comfort, and advice. The divergent values are represented in the differences among the many children from dissimilar homes with different economic, social, religious, national, and racial backgrounds.

In order to adapt himself to this new environment, the child must be able to adjust himself socially. He must develop a positive, constructive approach toward the new experiences he will encounter and the problems he will be called upon to solve.

To adapt himself socially, he must learn to communicate with children from divergent social and cultural backgrounds. Differences in dress, cleanliness, food habits, and methods of expression will develop in the child a sense of values somewhat different from those he learned to live by at home. In this first experience with varying cultures and customs, both parent and teacher must work closely together to encourage tolerance and understanding and to prevent the child from developing a sense of inferiority and fear that will restrict his participation in activities with other children. The well-adjusted child believes that he is accepted for what he is on an equal basis with other children. Under the direction of a creative and an understanding teacher, this is not an accidental experience; it is deliberately conceived and carefully planned.

Developing Responsibility

Closely allied with the process of social adjustment is the development of a sense of responsibility. For the average child,

the pattern of responsibility has been fairly well established in the daily routine of home life. He knows whether or not he should hang up his clothes, comb his hair, or wash his hands. He knows from repeated experiences how he must respond to the demands of his parents, his brothers, sisters, relatives, and friends. From the example set for him by his family he has learned how to be courteous or discourteous, selfish or unselfish. By the time he enters school he has developed a sense of responsibility or irresponsibility. Moreover, the standards of behavior of the school may vary greatly from those of the home.

Here again, a good start depends to a great extent, upon a close cooperation and understanding between parents and teacher. Teachers must know the family background of the child; parents must become aware of the methods by which the school attempts to encourage the child to assume increasing responsibilities. Parents must assist their children in adjusting to the code of the group and standards of the school. Cooperation between the parent and the school can present a unified force that lends security and stability. Divergent standards will pull the child in different directions and result in instability and frustration.

Self-Confidence Is Learned

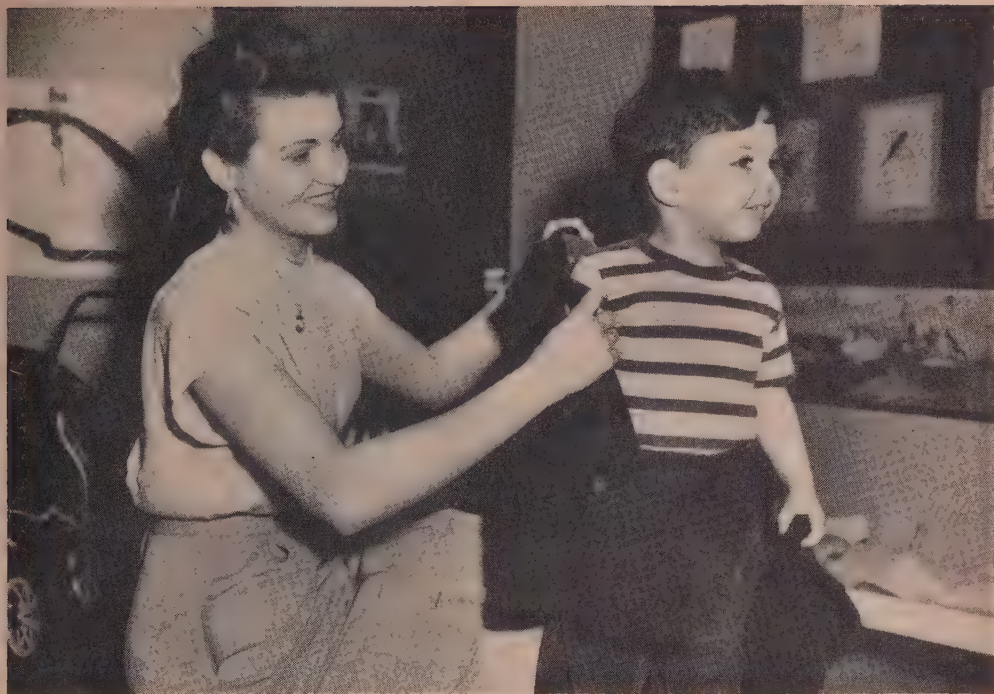
To experience a good start, a child must from his first days in kindergarten develop a feeling of success and accomplishment in both work and play. In spite of handicaps in certain areas of recreation or classroom activity, it is essential that he be respected and feel respected for his contributions in other areas. A child cannot be set apart and develop the self-confidence that is essential to a successful school and adult life. In some areas, whether it be recreation, art, writing, reading, or leadership, the

child must be made to feel that he can contribute to the extent that he is a worthwhile member of the group. At the same time, he must be taught to appreciate his own limitations and to understand that he cannot excel in all varieties of activities. Moreover, he must be made to feel that his contributions in activities in which some other children excel are, nevertheless, important. To develop such fundamental attitudes in children requires great skill and understanding on the part of both teacher and parent. To accomplish this successfully insures a secure foundation for a satisfactory adjustment in school and in later life.

Attitude Counts

A good beginning will encourage the child to face life constructively with a positive approach to the problems he is called upon to solve. This positive attitude is essential to the development of a wholesome mental attitude toward himself and toward those with whom he associates. To force a child to compete with others in activities which he may not be physically or mentally able to undertake will develop in him a sense of frustration and failure. The frustration that comes from forcing a child to read when he is not ready to read frequently results in the formation of an attitude of unwillingness to learn to read. Once this is developed to the point of an aversion to reading, a child's failure in school is assured.

Neither parent nor teacher would, for a moment, expect a child weighing one hundred and twenty pounds to compete in a wrestling match with a child weighing only eighty pounds. Yet both parents and teachers frequently expect children with as great a divergence in mental ability to compete with each other in the mastery of academic skills and subject matter! The frustrations resulting from



A good beginning encourages self-confidence.

Courtesy, Chicago Public Schools

such unequal competition develop in the child a feeling of inferiority, failure, and an extreme aversion toward the activity or subject matter involved. When this is repeated, the child will transfer this dislike to the teacher and build up a wall of resentment against the school and everything it stands for. He then becomes a disciplinary problem. When this happens the child is not at fault. The lack of imagination and understanding on the part of both parents and teachers has built an iron curtain between the child and conventional society.

More than forty percent of the students who enter school fail to complete the twelfth grade in high school. The greatest number of these drop-outs occur when students reach the age when school attendance is not compulsory. The majority of these drop-outs dislike school. Somewhere along in their educational

experience they developed a sense of failure and a lack of confidence in their ability to participate effectively.

The majority of discipline problems come from this group; the majority of juvenile delinquents are drop-outs from school. In most instances such children encountered difficulties from the start. Although the majority of drop-outs occur in the ninth and tenth grades, potential drop-outs can be detected in the early elementary grades. It is, therefore, imperative that during his first days in kindergarten the child experiences a sense of belonging and accomplishment and a feeling that he is respected by both students and teachers. If a poor start encourages failure and maladjustment on the part of both children and adults, a good beginning can lay the foundation for a wholesome mental attitude and a successful future.

When Children Are Newcomers

The new school year means children new to the school and community. Have you stopped to think what this newness means to them? How can we help them and the group get off to a happier start? John L. Ames, assistant professor of elementary education, University of Utah, Salt Lake City, reports the findings of a study that he made.

EVERY CITY IN AMERICA HAS A CONSTANT flow of migrants. This means that millions of children are on the move from school to school. This restless tide of population creates problems for every school, and for every child who is a newcomer. These millions of boys and girls must, of necessity, say good-by to friends and make adjustment to a new environment over and over again.

This article reports a study of sixth-grade newcomers found in thirty-one different schools. During a six month period, 238 children or 10.7 percent of the 2,229 sixth-grade children in the study had moved to a different school. This figure indicates that during the year approximately one-fifth of our children change schools.

The majority of migrant families, according to the "Index of Social Status" (*Social Class in America*), were either upper-lower or lower-middle class. Due to our industrialized economy, schools servicing patrons in these two socio-economic classes should prepare to receive many newcomers during the year.

The evidence in this study indicated that newcomers were rated slightly higher in both academic achievement and in personality adjustment than were the other members of the classroom group. This evaluation was based upon ratings by their teachers and upon the results from the *California Mental Health Analysis*.

The "Social Distance Scale" (*Understanding the Group Behavior of Boys and Girls*), an instrument wherein each pupil was asked to rate every other member in the class in regard to social acceptance, was administered six months after the newcomers had entered school. As judged by their peers the newcomers were considerably lower in social acceptance than were other members of the class. It was apparent that some factor other than personality problems accounted for the low acceptance of newcomers in many schools.

Tape recorded interviews were obtained from twenty-seven newcomers. The children interviewed were selected from five schools which were located in different socio-economic environments.

Some Common Problems

The new child's worries were centered mainly around two classifications: first, making friends and being accepted; and second, being able to get along well in school. The first and greatest worry was that of making friends: "Will I be able to make new friends; will people like me; will I be accepted?" This concern over making new friends indicated the tremendous importance of social acceptance for all new children. The degree of concern ranged from mild uneasiness to anxiety as indicated by the following two statements:

"I worried about making friends, but then I thought I would be able to make friends all right. I always have."

"I hated to move—I didn't want to go to the new school. I didn't want to meet any of the kids."

If outgoing children who possessed a good deal of skill in making friends worried about what the interpersonal relations would be, then the experience of trying to make new friends would be quite devastating for the shy children or the children with little social skill.

The second greatest worry was that of adjusting to the new school situation. The new children worried about such things as:

"I worried about what kind of teachers I'd have—whether they'd like me or not."

"I worried about how the teachers would treat me."

"I worried whether I could do the school work or not."

"I worried about my first day at school—how I'd get to the office—how I'd find my way around."

The task of meeting the new school situation was a problem and source of worry for all newcomers. It was a matter of achieving academically, of meeting assigned tasks, of getting along with the teachers, and of learning the new school routines. All newcomers experienced a longing for their old home and wished their old friends were with them. Some of the newcomers missed such tangible things as: the canal to swim in, the old school, the hills and going hiking, the willow tree in the backyard, the 160 acres which was the old home, the big house and big lawn and the airplanes near the old place. Even after a considerable length of time most of the newcomers had feelings of nostalgia. It made little difference whether the newcomer was well accepted or low in social acceptance—he missed his friends and was homesick for his former environment.

Newcomers Were Different

No two newcomers were alike. Each child possessed skills and insight which were different in kind and degree. Each child viewed the world differently because of his past experiences.

For many children, however, there seemed to be some similarities which either accounted for their rapid or slow social acceptance. In general, the newcomers of high social acceptance were friendly, they thought the school was fine, and they felt quite adequate in the new situation. Within a six month's period they had acquired a number of friends and always a best friend. For the children who were low in social acceptance the school was not a good place—the children were unfriendly, and they felt that they didn't quite measure up to the group. Almost without exception, the children who were low in social acceptance could not call anyone a best friend.

A best friend to both newcomers of high or low social acceptance was described as:

"A person you can trust and share secrets with."

"You go to each other's houses and sometimes stay all night."

"You can tell a best friend anything and she won't tell it all over."

"If you are in trouble a best friend won't let you down."

The newcomers of high social acceptance were active children with many things to do. After school and on week ends they played ball, went swimming, skating, to shows—always with friends. To children of low social acceptance week ends were uneventful. Most often the response to the question, "What did you do to have fun?" proved to be "Nothing." Lack of skill in the games and activities played in and out of school is without doubt an important factor in social acceptance.

Another significant difference between the newcomers of high and low social acceptance was the way in which each went about making friends. The socially successful were able to judge who were the leaders in the group. They knew how to get acquainted. They found out how things were done at the new school and did them that way.

On the other hand, the newcomers of low social acceptance waited for people to notice them. They waited for someone to initiate conversations. Many poorly accepted children hoped that if they were quiet and kind other children would want them for a friend, but this seldom worked. Other newcomers of low social acceptance felt that only when they could prove their worthiness would they be accepted. This they endeavored to do by telling others how to do things, doing things differently than the group, never fighting, or by not letting anyone push them around. Again, these tactics were seldom successful.

It was of interest to note that some of the newcomers who were little chosen by the group were attractive, neatly dressed, and possessed good social skill. From the standpoint of adult-child relationships there was no way to account for these children not being highly accepted by their group.

Differences in Schools

Schools seemed to differ in the degree of social acceptance which they gave to newcomers. In schools where the population was quite stable it was more difficult for the newcomer to achieve social integration than it was where there was a high rate of mobility.

In schools where children were constantly coming and going personal traits or characteristics necessary for popularity for all children were applicable to the newcomers. In schools where the popu-

lation was relatively stable the factor which seemed to exclude many newcomers was the strength of the friendship groups or cliques within the classroom.

Every school presents its own peculiar problems and dynamics to each newcomer. The child who finds himself in a socio-economic status group which is either higher or lower than that of his family finds social adjustment difficult. Whenever the values of the home and the peer group are not the same the newcomer must identify with either home or peers, in either case the result is conflict. In one school, to be accepted, pleasing the teacher is highly important. In another school the opposite is true. In most schools, ability in games and sports was closely related to social acceptance. However, in some schools athletic skill seemed to make little difference.

What the School Can Do

In order to help all children, and especially the newcomers, each school should start a search for the "social sore spots" in and about the school. Teachers must determine what really happens in the hallways, on the playground, in the cliques, and even in the demands of pressure groups in the school. The problems of the newcomer will be found in the school life of his group; his problems will be few or many depending upon his ability to adjust to the group. Each school has its own peculiar problems; and each group within the school is different in behavior.

In order to effectively help the newcomer with problems of social adjustment, the teacher must be cognizant of the group's social structure and of the values held by the various members of the group. In order to help the newcomer, it is necessary for the teacher to understand individuals of the group so well that he knows which children will give the

most and least acceptance to newcomers.

Through inservice training, the school staff can continually find better techniques for studying and understanding the child and the group. Various kinds of programs to induct the newcomer into the new school can be developed. When necessary the school can, through teacher-pupil participation, teach game skills which are needed in a particular school. Teachers must not forget that the warmth and friendliness they show the new child is of utmost importance. With crowded rooms it is often difficult to welcome the newcomer but it is from the *friendliness of the teacher* that the new pupil gets his first assurance that life in the new school will be satisfactory.

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Young America Sings

In a Strong Voice.

I'm *tall!*

My arms embrace the earth

I climb mountains

Rest in valley-house

The seas I test, and fire.

I dream-act. I'm *tall!*

In a Cozy Voice.

I'm *warm!*

Your smile curls warm inside me

I'm big-warm

Sun-fire, hot chocolate warm

Little-warm with the jewel flash

Of the stars. I'm *warm!*

In a Sly and Shy Voice.

I'm *beautiful!*

Beautiful in you, and you

And You-All.

Love gave me a summer shine

A snow glow, a blue rose

Full blown. I'm *beautiful!*

In a Hurrah Voice.

I'm *free!*

Free to be gay or sad

As shadows fall.

I get to go, or stay, and choose,

Man, I get to choose

My friends. I'm *free!*

—By FRANCES KNIGHT

(Copyright held)

Here I Am—A Six-Year-Old!

Do you remember when you were a six-year-old? September is the time to stop and think about it. Estelle D. Suits is principal of the Merrick School, Syracuse, New York.

Before the First Day

Here I am—a six-year-old ready (?) to go to first grade! I have spent a half year at nursery school and a year in the kindergarten, but still I'm scared about entering first grade. This is something new—something *BIG!* I don't know what it's all about, except that I'll learn to read.

Perhaps I shouldn't be scared. But suppose you had to stay away from your mother *all* day instead of half a day. How would you feel if you thought no one would notice you because the group will be much larger? And, too, how do you know whether or not your new teacher will like you? And what will she expect of us children, or make us do all day?

My mother always drove me to nursery school and kindergarten, but this year I have to ride on a big bus loaded with noisy children—children I don't know. I get a big lump in my throat every time I think of it—which is all the time. I even dream about it.

What's worse—I'm to buy my lunch at the cafeteria, and I don't know how to get there, or what to buy. Maybe I'll get lost!

At home we have a bright, pretty bathroom, where I love to go, *but* at school I don't want to go to the old brown bathroom with a line of noisy children watching me.

Maybe you know how to read. I really

want to learn how, but I am so afraid of everything—

being away from my mother;
many strange children;
the new teacher;
the bus ride;
the cafeteria;
using a public toilet;
not knowing how to read.

I don't know whether or not I *want* to go to first grade. Do you blame me?

I wonder if my teacher will realize that I am only six years old and won't feel like just sitting in my seat all day cramping my fingers around a small crayon or pencil, coloring or writing something she wants me to do? Does she know I am not made to sit all the time?

Three Months Later

My goodness! Here I am—the same six-year-old—wondering why I had that old lump in my throat. I swallowed it the first week at school. I am so happy I wish we had school on Saturday and Sunday!

I thought I didn't want to be away from my mother all day. I do love her, but I love my teacher and classmates, too. We have so much fun doing things together. My teacher lets us do all the things I like so I guess she knows about a six-year-old all right.

I know many of the children because we work on committees. Yesterday I was chairman of the puppet show committee. I chose Carol and Larry to help arrange the chairs. We chose the ticket sellers, ticket collector, usher, actors, announcer, and movie-goers. Some of us had reserved seats. After the funny

show, we put away our materials. Then we all sat down together to tell all the things we liked about the show and how we could improve it next time. My teacher calls this evaluating.

You know I had been afraid I would be lost and forgotten among so many (thirty-two) children, but all of us feel important. Sometimes we get attention for the whole group; sometimes for committees; but each one gets attention, too—

Kathy tells wonderful stories;

Janet makes a fine play chairman;

John is so thoughtful of others;

Steven announces so clearly;

Susan writes so pretty;

The twins are fine listeners;

Bill is a whiz at numbers;

Trudy makes original titles;

Nicky reads so well.

And that's the way it is! Everyone of us gets the attention he needs and wants!

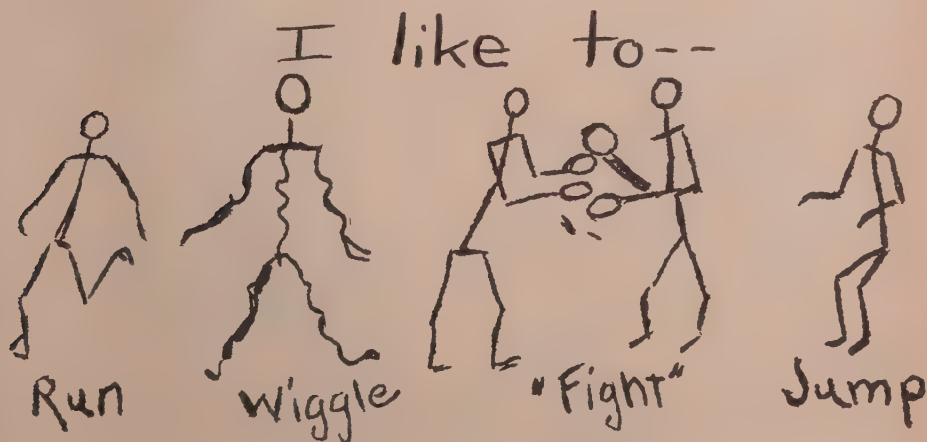
You remember how I dreaded being away from my mother all day? She often comes to school with other mothers. They help us get ready for parties, sew costumes, bring us materials (yarn and cloth for our Homemaking Center), and play the piano at assemblies. We invited

my teacher to our house, too. She was just as friendly as she is at school. It certainly makes me feel like singing to have my mother and teacher such good friends!

And, my father comes to school, too. He and some of the other fathers made us a drum and "music bench" for our Music Center. Larry's father took home one of our looms, so he could make others like it. Larry is going to shellac them. Carol's father said he'd be happy to make us a tool bench and tool rack. We can hardly wait. Some of the fathers helped us build a station wagon like the one that took us to Hancock Airport. We made that out of a tricycle and express cart. It really ran. And, oh yes, our parents take us on trips and take pictures of us.

Maybe one reason why our parents like to come to school and help us is that sometimes they have meetings at night with my teacher. I am sure they must plan together how the parents can help us at school, and how the teacher can help us at home.

And about *reading*! I was silly to think I might never learn how to read. It's fun to pick up a story book and read



to find what made the red boat turn yellow and why Dick didn't bring Grandmother the eggs from the hen house.

Before we learned to read from books though, we read about our own experiences. One day on a walk we gathered some "maple wings." We put some on a chart. Then we made up a story and read it. We learned to read the titles we made for our room centers. This way we could see that writing really says things.

Of course, we learned to discuss the story of pictures, to read from left to right, to look for a surprise or something funny in a story, to improve each other's reading by listening, to play the story, to read alone, and to read in groups. I have learned that reading is fun!

While reading in groups, the rest of us are happily busy at other activities—some fish with the magnetic pole we made;

- some make a flannelboard story;
- some write "thank you" notes;
- some make papier-maché dishes;
- some rearrange the doll house;
- some read from other books;
- some make theater tickets;

- some make store price tags;
- some draw or paint;
- some work puzzles;
- some play store;
- some write signs;
- some weave.

We decide in our daily plans what we are to do. Later we check and cross off the plans we have finished. Those we do not finish, we include in the next day's plans. Writing and checking these plans help us to read as well as to plan and organize.

I have learned that reading means more than telling the words. It means enjoying a story myself, reading so others may enjoy it, getting ideas, causing us to think and to ask questions, and exchanging opinions. It means reading alone or with people whom we like. Being able to read makes me feel good.

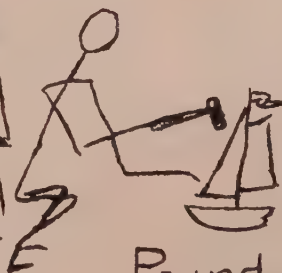
Here I am a six-year-old—no longer afraid to go to first grade! Now I am learning—

- to share with others;
- to make my own decisions;
- to experiment;
- to think;
- to live happily with other people!

Also, I like to—



Paint



Pound



Play with clay

When Do School Bells Ring for You?

In the United States and Canada we think of the school year as beginning in September and closing in May or June. There is no country-wide standardization as to the exact dates of beginning and ending, or which days will be holidays.

The long summer vacation has been questioned by many educators since it was established in the days when the United States was largely a rural country and children were needed for help. So we decided to query some of our friends abroad as to the patterns in their countries.

Each of the statements, with one exception, has been prepared by a native of the country. These correspondents have spent some time in the United States studying, visiting schools, or as an exchange teacher.

Burma Has Heat and Rains

THE COUNTRY NOW KNOWN AS THE Union of Burma is about the size of Texas with a total area of 26,000 square miles. It lies in the tropics between the 10th and 28th parallels of latitude. Because of the southwest monsoon the rainy season is from the middle of May to October, and the dry season lasts for the remainder of the year. The highest temperatures are reached just before the rainy season begins. Rainfall comes only with the monsoon and varies from 200 inches or more on the coast, to about 100 inches in the delta districts, and 35 inches in the dry zone center.

The climate of the country determines the beginning and vacation of the schools. Our school year begins in the middle of May and ends about the middle of March. School begins when the rains start in the middle of May. This time—until the middle of October—is the longest term and should cover three-quarters of the whole year's work.

There are breaks of one or two days like the beginning of Lent in June. In the middle of October all the schools are closed for a fortnight at end of the Lent and religious holidays.

The long holidays are religious holi-

days; short holidays are a day or two bank holidays, National Day, and other national holidays.

In the kindergarten, first, and second grade the children are taught in groups and keep changing as they advance in their skills. One teacher usually handles all subjects.

Above third grade, children are passed into the next higher group once during each year. They stay with the same group of children and even the same teacher for a period of years. But they have subject teachers, such as social studies and arithmetic, so they have several teachers to contact.

—By KHIN THEIN

Faculty of Education

University of Rangoon, Burma

English Schools Have 3 Terms

THE ENGLISH SCHOOL YEAR IS DIVIDED into three terms separated by main holiday periods—Christmas, Easter, and Summer. The summer holiday (averaging 5-6 weeks in the primary schools) is the longest holiday period of the year, during which most parents have their annual leave. It falls between the end of one school year (toward the end of July) and the beginning of the next (early in September). As well as the three main

holidays there are usually half-term holidays, consisting of anything from one to five days, at the end of October, the middle of February, and Whitsuntide.

The oldest schools were founded soon after the building of the cathedrals or minsters of which they were a part. The function of these "grammar" schools was to teach the Latin language to the boys who were being trained to be priests or clerks in holy orders. It is not surprising that church festivals should be noted occasions with holiday periods around them.

Just as some teachers in the USA complain about their long vacation system, some teachers in England complain that there are too many short breaks which tend to disrupt the year's work.

It is normal for children to be promoted annually at the beginning of the school year; but in exceptional cases a child may be passed into another class during the year. Usually a child stays with roughly the same group of children throughout the primary school years, but the class teacher changes each year.

Examinations are taken by 11-year-olds and 16-17-year-olds, the former determining the type of secondary school to which a child shall go, and the latter qualifying children for entrance to University.

—By MARJORIE G. HARBOUR,
Chiswick, London, England

India Rural Areas Need Harvest Help

THE SCHOOL YEAR IN INDIA STARTS IN June after a vacation of four weeks during the month of May which is hottest in the year. Children in the rural areas of India (85% of India's people live in its 600,000 villages) are given an additional vacation of two weeks at harvest time. In the areas where rice is the main agricultural crop one more vacation of

two weeks or less is allowed for the transplanting of rice paddies.

In the urban areas where agricultural occupation is not predominant, a vacation of about six weeks is allowed beginning from the month of May until the middle of June by which time the monsoon (the rainy season) has just set in.

No school has a longer vacation than six weeks. The number of working days is roughly 220 and there are a number of holidays, about 40 excluding Sundays, evenly scattered throughout the year.

The most interesting aspect of the Indian school year is perhaps characterized by the fact that a number of cultural holidays such as the Festival of the Moon, the Festival of Spring, the Festival of the New Year, the Festival of the Summer Solstice, the Festival of the Nine Clear-Sky Nights after the rains are over give children enjoyable and stimulating breaks during the school year. A number of these holidays are celebrated at school giving a real relief from the strain of their formal education. They enrich children's social and cultural experiences.

—By P. K. TRIVEDI

Ass't. Director of Education
Government of Saurashtra
Rajkot, India

Japan Begins in April

IN JAPAN THE SCHOOL YEAR BEGINS ON April 1 and closes in March. Three vacations and several holidays are scattered through the year. The summer vacation of five weeks is from July 24 to September 1, the winter vacation of two weeks is from December 24 to about January 7, and the spring vacation of two weeks comes at the close of the school year in March. In the northern section of Japan where the winters are colder, the winter vacations are longer and the summer vacations are shorter. In addition to the vacation periods, several na-

tional holidays, such as the Emperor's Birthday, Constitution Day, and Children's Day are observed during the year. Children are promoted once a year and that is the end of the school year.

The reason for beginning the school year in April may have been due to the fact that the Central Government which formerly administered the schools began the fiscal year in April. Maybe it was also due to the weather as April is probably the pleasantest month.

On the first day of April boys and girls proudly carry their school bags on their backs. The boys wear new school caps and all wear name tags until their names are learned by the teachers. Schools are coeducational. Men and women teach in *all* of the elementary grades.

The beginners stay only a short time the first day and thereafter gradually increase the time until they are staying the full school day.

When summer vacation begins, the children are given assignments or projects to be completed during the vacation. A part of each day is spent on this work until it is completed. They may also have swimming classes or sketching trips.

—By ANNE R. PEAVY

Seiwa Junior College
Nishinomiya, Japan

There Are Many Systems in Lebanon

LEBANON IS A SMALL INDEPENDENT country on the eastern shore of the Mediterranean Sea. It is a colorful spot in nature and in culture.

Education is colorful and varied to fit the need or some needs of the people. We have the public system, the centralized Latin, the private National, the private and missionary American, English, French, Latin as well as the parish elementary systems connected to a church or to a mosque.

These schools have their systems and programs according to their economic, religious, and philosophical aims. In each part of the country there are different harvests due to the climate and occupational factors. So the schools in each of these areas have their convenient time to start and to close the academic year. Generally speaking, most schools start by the second week in October and end by the last of June. A few of these schools start later and end a bit later. Still others, where no summer school is available, often start by the first week of October and give a few days for occasional holidays besides the main ones.

These arrangements might also be due to the hot weather in the cities at the coast and to the occupation of the people of the country where children are needed to help in the harvest.

In the public system the main holidays regard both holidays of the Christians—Christmas and Easter; and of the Moslems—Ramadan. In the private schools each regards the religious background of the community. These are the main holidays of the year beside a few more days of national purpose.

—By ABLA ABI-ABDALLAH

Jeddah, Lebanon

New Zealand Has Short Semesters

THE THREE SEMESTER PLAN HAS ALWAYS been adhered to in New Zealand with the school year divided as follows: First semester commences about February 6—ends about May 5, followed by two weeks' vacation. Second semester commences about May 21—ends about August 24, followed by two weeks' vacation. Third semester commences about September 8—ends about December 16, followed by summer vacation of seven weeks.

The short vacation at the end of a
(Continued on page 55)

Games and Play for Children

The ACEI Committee on Games and Play Activities worked for two years collecting unpublished games, many of them developed by children and teachers. The following pages share the results of this committee's efforts. Space limitations prevent us from publishing all the games collected. Decisions as to which should be included were based on whether they were known to have been published before and to give variety to ideas being presented. We are sorry to omit the games collected from Austria, Korea, Mexico, Switzerland, Syria.

PLAY SEEMS TO BE UNIVERSAL. WE FIND that peoples of all times, all places, and all ages have some type of play. We are interested in the play of and for and by children. Members of the Games and Play Activities Committee felt that play was an integral part of child life and gave expression to the natural tendencies of childhood. Social experience is probably the greatest value that play provides. Play can be and often is both creative and re-creative. Games of skill help physical development such as coordination of muscles, hands, eyes.

The games described are games that have come from persons who reminisced about their own childhood play, or from teachers who have observed their children's creativity, or from teachers who have described their own attempt at creating games for the children they teach. Sometimes games which were given directly to committee members by representatives of other culture, nationality, and regional groups as these representatives recall having played them themselves, turned up in similar version in published form.

Upon examining the various games, it seems that:

- games created by children are not highly organized and have simple spontaneity;

- games devised by teachers usually have a two-fold purpose: to provide play; to provide opportunity for learning in specific areas and/or in desirable attitudes;

- games from various culture groups reflect the group from which they stem in their superficial accouterments, but the basic pattern of a particular game can often be found in various versions.

Whatever their origin, it is hoped that the sampling of these games will be of value—and fun!—RUTH CORNELIUS.

Australian Children Like to Play

Poison Ball. Any number of children sit or stand, forming a circle. A ball is passed from one hand to the next around the circle. Music is played while the ball is being passed. When the music stops, the ball becomes "poisoned" and the child holding it steps from the circle. The music starts again, the game proceeds until only one child, the winner, is left.

Tunnel Ball. (A competitive game for team play.) Any number of children form two equal lines, several feet apart. Each child makes an arch of his

ACEI Games and Play Activities Committee members included: Ruth Cornelius, St. Louis, chairman; Sara S. Coker, Atlanta, Georgia; Susan Crutchfield, Galveston, Texas; Elizabeth Neterer, Seattle, Washington.



Social experience is probably the greatest value that play provides.

Courtesy, Chicago Public Schools

legs and each, except the two children at the head of each line, stands directly behind another child.

Each of the two children at the head of the lines holds a large ball which he passes between his legs to the child directly behind him, who in turn passes it on in similar fashion, until the ball reaches the child at the end of the line. This child then rushes up and takes the

front position and the ball passing process is repeated. When the *original* leader is back in the leading position the game is over. The side wins that is first to regain its original position.

Children in India Like to Play

Kabaddi. Two groups of players face each other across a deadline. Each side has a captain. One captain chooses some-

one to cross the line and try to touch as many on the opposite side as possible and get back to his own side, all the while holding his breath and saying "Kabaddi, kabaddi, kabaddi." If, after crossing the line he loses his breath or fails to say "Kabaddi," he drops out of the game. If the player succeeds in getting back to his own side without losing his breath or failing to say "Kabaddi" continuously, all the people he has touched are out of the game and must retire. At the end of a given time, the side with the greater number wins.

Gooli Danda. This game is played with a small piece of wood tapered at each end, (gooli) and a stick about a foot long (danda). The gooli is laid on the ground. Each player takes a turn in taking the danda and strikes at the gooli, which will fly spinning into the air. If the gooli should not rise at the first blow the batsman has lost his chance and becomes "dunce." If no one misses, the one whose hit sends it the shortest distance from the base is the dunce. A dunce can only get back into the game by catching the gooli as it falls, or if that is missed, the dunce must then stand at the point where the gooli falls and aim at hitting the danda at the base. If the player fails again he is dunce and the player who last hit the gooli strikes again. The game goes on until all players but one are dunces, or for a certain period of time.

Gul Tara. One player throws a ball high into the air. He and the other players try to catch it before it touches the ground. The player who catches the ball throws it up again and again until it is not caught. When the ball is missed, the players scatter, and the player who last threw it up throws it at one of them. The one who threw the ball becomes the rider, and the one who is hit becomes his

horse. The horse then stands with his hands on his knees with the rider astride him. Whoever catches the ball becomes rider. If everyone misses the ball, the horse throws it at someone.

Israeli Children Like to Play

Who Is Afraid? Players stand in back of one line. One player stands in back of the opposite line. This one asks the questions. The others facing him, but standing in back of their line, answer him. At the answer, "Let him catch," they all run, trying to get to the other line. If the one player catches any, they too, become IT.

Who is afraid of the wolf?

Nobody.

And if he comes?

Let him come.

If he catches?

Let him catch!

Tutish. A piece of stick about five inches long is tapered at each end. One child stands in a given position while any number of players group themselves around. There is no plan for the grouping. The batsman throws the stick into the air and bats it with a stick, spinning it as high as possible into the air. The player who catches the pointed stick as it falls takes the bat. The game can go on indefinitely as an amusement, or until any one player scores an agreed number of catches, or until everyone has had a turn at the bat.

Gap. Twelve small stones are taken in the palm of the hand, thrown gently into the air and caught on the back of the hand. If any fall, another player takes a turn. The score is kept by counting the number of stones caught on the back of his hand. Gap can also be played as a team game, but in this case it might be well to use six stones, and each member of the team must catch them all on

the back of the hand before passing them on.

The Sea. A circle is marked on the floor. All that is inside is the sea, outside of the circle is the shore. All players stand outside of the circle. When the leader calls "sea," players jump inside the circle. When the leader calls "shore," players jump outside. The players who are in the sea when shore is called, or who are on shore when sea is called, drop out of the game. The game is over while there are still several children left playing.

Northwest Coast Indian Children Like to Play

Sword Fern Game. An Indian lad takes a long frond of a sword fern and, starting at the bottom, pulls off the leaves one at a time, saying, "pee-la, pee-la, pee-la" as each comes off. He tries to see if he can get to the end of the frond without drawing a breath.

Laughing Game. Women and girls sit on the ground in two opposite rows with a stick between the rows. One person sets a clam shell beside the stick and sings a challenge to the members of the other side to move the shell. As a player goes to move the shell, the challenging side chants, "Look at her nose," or makes other remarks to make her laugh. If she laughs, her side loses the shell. The side that gets the shell four times wins.

Games Created by Children

Game No. 1. Six children go into the locker room. Someone hides ten blocks. The children hunt for the blocks. The one who finds the most is the winner. He hides the blocks the next time.

Game No. 2. Six children go into the locker room. Someone hides ten blocks one of which has an A on it. (The letter may be changed from time to time.) The

children hunt. The one who finds the block with A on it is the winner. The players must pick up the blocks even though they do not contain the A.

Game No. 3. Six children go into the locker room. Someone hides ten blocks one in one place, two in another, three in another and four in another. The child who finds the group of four blocks is the winner. A child must pick up the group of blocks he first sees even though it is not the "four group."

Game No. 4. Ten children hunt for six blocks. The one who finds three blocks is the winner. If no one finds three blocks, there is no winner. The first child to hide the blocks chooses another group of children and hides the blocks again.

Game No. 5. One child hides four blocks while three children watch. Then the three children are blindfolded and sent to hunt for the blocks. The child who finds the most blocks in a given time is the winner.

(The above five games were originated by first-grade children in the first few weeks of the school year. They provided an excellent opportunity for counting with a purpose.)

Rubber-Band-Rope. A group of children in a midwest city has a great deal of fun in playing a modified jumping rope game. The rope consists of many rubber bands tied together to form a long band (about 10 feet). Two players hold the ends of the rubber band rope. Each player takes a turn to jump.

Step 1. The band is held taut by the two holders at ankle height. Player has to succeed in jumping back and forth over the band alternating each foot. Each jump is made on count. And the player must succeed ten counts. When successful, the player progresses to Step 2.

Step 2. The same procedure is followed as above except that the two persons holding the rubber-band-rope hold it taut knee-high.

Step 3. Ten counts and jumps with alternate feet must be successful with the rubber-band-rope held hip-high.

Step 4. Ten counts are necessary with the holders holding the band shoulder high. For this step it is necessary for the player to catch his foot on the rubber-band-rope, bring it down at a level possible for jumping, and if skillful, he can keep it low enough while jumping back and forth without the rubber band snapping high.

When any player is successful in these four steps, the next procedure is to repeat these steps at twenty counts for each step. The originators of this game and their followers seem to exert caution with the rubber-band-rope in order to avoid dangers of a snapping band.

Jump Over. This game has an appeal for its creators that is not at first apparent to the adult eye. Players stand in a line in back of each other facing a wall. The first player throws the ball against the wall and allows it to bounce once and jumps over the ball. Each player in turn has to jump over the ball. The last player in line throws the ball to the first player. Any player who misses jumping over the ball must go to the end of the line. Players toward the end of the line have little more to do than to jump as the rolling ball comes back their way.

There is very little organization and one sometimes wonders about its great appeal, but children other than the originators of this game have copied it and seem to have a great deal of fun.

Alphabet Bounce. Each player takes a turn to bounce the ball accompanied

by a chant which the bouncer makes up as he goes along. Each bounce must be accompanied by a word and the first word must begin with "A", the next "B", and so on in alphabetical order. In observing this game, it is seen that the creators have formed their own limits and leniencies. One word (usually prepositions, articles, conjunctions) is permissible between words of alphabetical order. For example, *Alice bought candy for Dorothy and Ellen.*

A miss of the ball or of the alphabetical order causes the turn to go to the next. The chants which result are interesting and varied. Evidently playing with the same players discourages any trite or oft-repeated chants.

Games Created by Teachers

Old Woman Who Lived in a Shoe. A circle is formed and called the shoe house. One of the children is outside the group and another one, who is the old woman, is inside. The children hold hands and move them up or down as needed to keep the old woman from catching the child. When he is caught, another is chosen and the game continues.

Mother Goose. One child is chosen to be Mother Goose. She asks one of her children to go to the store and names several articles that he is to buy. When he returns he repeats the list of articles in order. However, if he fails to do so the other children may help him. Another child is invited and given a list and the game continues.

Guessing Game. The children have their eyes closed and one leaves the group when invited by the leader who touches him softly on the head. With eyes still closed, the children listen to the leader's description and guess who has gone. The one who guesses correctly first becomes the leader.

Cooperative Games

(Aimed to minimize individual and group competition)

Circle Kick. Players form a circle. The goal for all players is to keep kicking the ball from one player to another with neither ball nor player leaving the circle boundary lines. Before the game begins, the players set the number of points they will strive to reach. Each successful kick scores a point. One player kicks the ball. The player receiving the ball kicks it quickly to anyone in the circle. That player kicks it to another. If the ball is kicked outside of the circle, it is out of bounds and the game is forfeited, and a new game is begun, with the first kick scoring one, and so on.

Cooperative Three Deep. The players form a double circle. One player stands in the center of the circle. He throws a ball to any player in the inner circle. As soon as he throws the ball, that center player runs and stands behind someone in the outer circle. This makes that section of the circle three deep. The third person (the one nearest the center) must then run to the center in time to catch the ball that in the meantime has passed from the person who received the catch to the person in back of him, and back to the center. The new center player throws to someone. And so the game continues.

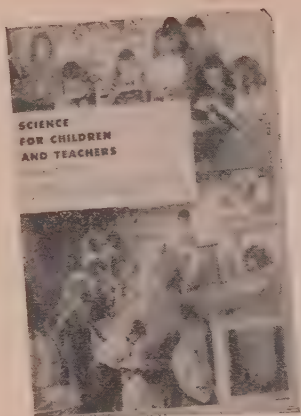
Half In and Half Out. A two-foot square board with a ten-inch circle drawn in the center is needed. Inside the circle is a five-inch hole. Six small wooden discs are placed on the circle. The remaining six discs are placed on the edge of the board to be used as shooter-discs. The goal of all players is to get six of the discs into the hole and the other six discs into the space between the circle and the hole. Each player takes a turn in flicking a shooter disc from the edge of the

board, trying to shoot it toward another disc so that one disc falls inside the hole while another lands in the space between the circle and the hole. The game is won when the players succeed in getting one-half the number of discs into the hole, the other half in the circle space.

Cooperative Jacks. The players sit on the floor. The first player throws the twelve jacks. He picks up one jack at a time with every bounce of the ball. He then passes the jacks to the next player, who picks up two jacks with every bounce. The third player picks up three at a time, until all twelve jacks are picked up by successive plays. If one player should make a mistake, such as miscounting the jacks, or touching, or dropping a jack, the game is ended. To begin a new game, the next player starts over by picking up one at a time. The game is won if players progress successfully to picking up six jacks at one bounce, and the remaining six jacks with another bounce.

Cooperative Jumping Rope. Two players turn the rope. Other players line up to jump. The first player jumps once, runs out, takes one end of the rope. The player who had been turning goes to the end of the line. Meanwhile the second player has jumped two times and run out and taken the other end of the rope. The third player jumps three times and runs out, the next four, and so forth. If a miss occurs, the next player begins over, jumping once, the next twice, and so on.

Pan Pong. Each player has a pan (a sauce pan, frying pan, or tray will do). Players form a circle. One player bounces the ball out of his pan into the pan of the next player. The object of the game is to keep the ball bouncing from one pan to another, without allowing it to bounce on the ground.



Regular price 75c
56-pages—1953

SCIENCE FOR CHILDREN AND TEACHERS

Describes the kind of science programs children need and provides a variety of suggestions about equipment and use of materials.

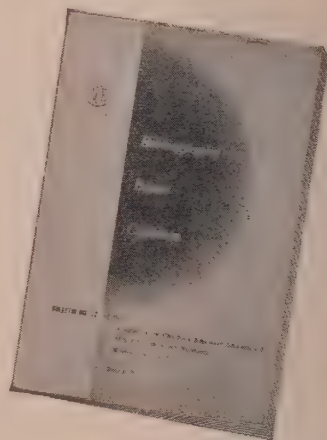
Chapter headings are: Science and the Child; Science in Your Daily Program; Materials for Teaching Science; Science Teaching and the Printed Page; Community Resources for Science Teaching; Rich Experiences in Science Teaching.

Dr. Herbert Zim, author, has included the "science closet" and resources within the school; sources of free and low-cost materials and an excellent set of criteria for evaluating them is also given.

BIBLIOGRAPHY OF BOOKS FOR CHILDREN

A selected list of children's books both old and new is presented in this 1952 revision. Classified as to age level and giving prices, this Bibliography contains a section on science listing approximately 350 titles with annotations.

These books, selected by Dr. Herbert S. Zim, represent the most complete annotated list of science books for children in the elementary grades.



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NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branches

Copper Communities Association for Childhood Education, Arizona
 Magnolia Association for Childhood Education, Arkansas
 Colorado State College of Education Association for Childhood Education, Greeley, Colorado
 Mesa County Association for Childhood Education, Colorado
 New Haven State Teachers College Association for Childhood Education, Connecticut
 E. P. Jones Association for Childhood Education, Bethune-Cookman College, Daytona Beach, Florida
 Booker Association for Childhood Education, Sarasota, Florida
 Salem State Teachers College Association for Childhood Education, Massachusetts
 Muskegon County Association for Childhood Education, Michigan

Reinstated

Second Oklahoma City Association for Childhood Education, Oklahoma

Flora J. Cooke

Flora J. Cooke died at her home in Chicago February 21 at the age of 88. Miss Cooke served as an officer in the National Council of Primary Education in 1922, 1923, and again in 1927. Her work for children began in the Cook County Normal School in Illinois, continuing at the University of Chicago. Miss Cooke was the first head of the Francis W. Parker School beginning in 1901.

Life Members

The ACEI welcomes the following people as life members:

Sarah Frances Archer, College Park, Ga.;
 Constance Carr, Washington, D. C.

ACEI Building Fund

The ACEI Building Fund is growing steadily and now totals \$8,697.20. Contributions have come from branches and individuals in amounts ranging from \$1 to \$500. In some cases these checks are designated as the first of several regular contributions planned for in branch budgets in the coming year. Friends and members of ACEI are, in this way, showing their confidence and faith in the future of the Association.

ACEI Officers—1953-1954

At the ACEI Annual Study Conference in Denver, the following people were elected to the Executive Board to serve for two years.

MYRA WOODRUFF is the new president. She is chief of the Bureau of Child Development and Parent Education, State Education Department, Albany, New York.



Myra Woodruff

Previously Miss Woodruff has held the positions of supervisor of the Child Care Program of the New York State War Council, state supervisor of Education for Family Living at Harrisburg, Pa. She also organized a Parent Education Program for North Carolina.

For several months in the summer of 1951, Miss Woodruff was in Hesse, Germany, assigned by the U. S. Department of State as consultant in Family Life Education.

DOROTHEA JACKSON is the new vice-president representing



Dorothea Jackson

nursery school education. She is director of the Department of Kindergarten and Primary Education in the Seattle Public Schools.

Miss Jackson is an officer in the State ACE, the Seattle Soroptimist Club, and is a member of the board of the Seattle Junior Programs, Inc.,

Association for Supervision and Curriculum Development,

Pi Lambda Theta, and Delta Kappa Gamma Society.

WANDA ROBERTSON, newly elected vice-president representing kinder-



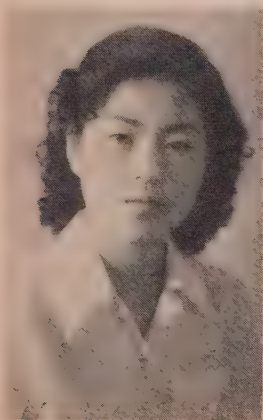
Wanda Robertson

garden education, is professor of elementary education, University of Utah. She is affiliated with the Association for Supervision and Curriculum Development, Association for Student Teaching, National Council of Teachers of English, The John Dewey Society, and Delta Kappa Gamma Society. She is a former member of the Board of Editors of CHILDHOOD EDUCATION.

Eugenia Hunter, vice-president representing primary education; Myron Cunningham, vice-president representing intermediate education, and Erna Christensen, secretary-treasurer, will continue to serve as members of the Executive Board until April 1954.

Hyo Sik Sim Arrives from Korea

At long last, Hyo Sik Sim, recipient of the ACEI Study Grant Fund for 1951-1952, has arrived in the United States and is enrolled



Hyo Sik Sim

as a student at National College of Education, Evanston, Illinois. Miss Sim came from Korea via plane in July. She entered the Orientation Center for Students from Abroad at Denver University, Denver, Colorado. For six weeks she enjoyed the hospitality and climate of this section of the coun-

try, was introduced to modern American living, and had an intensive course in English. This experience will help Miss Sim to make the most of her educational opportunities in America.

Through their contributions to the Study Grant Fund, many branches and members of ACEI have made Miss Sim's visit possible. The Executive Board established this fund in August of 1951. Since the summer of 1952 effort has been made to get Miss Sim to the United States. Now that she is here, all the work of many people seems most worth while.

Hyo Sik Sim graduated from Ewha Womans University, then at Seoul, Korea, in 1949. Since that time she has taught at Ewha Womans University now located at Pusan, Korea. She belongs to the Pusan ACE branch, the members of which are working valiantly for children in Korea in spite of many hardships. Having Miss Sim here in the United States will give added strength and courage to this ACE branch in Korea.

Early in September Miss Sim enrolled at National College of Education, Evanston, Illinois, where she has been granted a scholarship for 1953-54. Those who attend the 1954 ACEI Conference, April 18-23, will have the opportunity to meet Miss Sim at St. Paul.

New ACEI Bulletins

Reporting on the Growth of Children, a much discussed subject in homes and schools, is the title of a new general service bulletin of ACEI. Teachers, administrators, and parents will welcome this material describing techniques for communication between teacher, parents, and child in appraising social, emotional, mental, and physical progress of the child. Chapters on "How Teachers Get Ready," "Written Communications," "Conferences," "Keeping Anecdotal Accounts," and "Report Forms" indicate the valuable content of the booklet.

The *Nursery School Portfolio*, consisting of twelve leaflets dealing with the most pressing problems of nursery school organization and program, has just been published by ACEI. It replaces the *Portfolio for Nursery School Teachers*, issued in 1945. Each of the four-page leaflets has been written by an outstanding authority in nursery school work.

These two publications may be purchased from the Association for Childhood Education International, 1200-15th St., N.W., Washington 5, D. C. The price, 75¢ each.

Retirements

JEAN BETZNER retired in June 1953 from Teachers College, Columbia University, New York, where she was professor of education. Dr. Betzner, an active member of the Association, has served as vice-president representing primary education and as a member of the Board of Editors of CHILDHOOD EDUCATION. From 1943-1945 she was president of



Jean Betzner

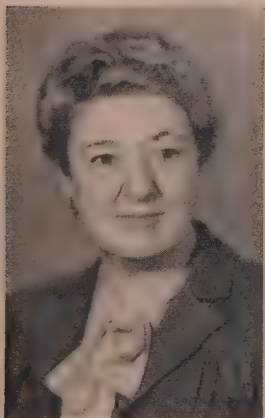
ACEI. It was during her term of office that the Expansion Service Fund was inaugurated.

Dr. Betzner is the author of several outstanding educational publications. She has written for CHILDHOOD EDUCATION and other publications of ACEI.

Dr. Betzner will continue to work for children and teachers. In September she will be associated with students at Queens College, Flushing, N. Y., and with teachers at the Bronxville Public Schools.

MARY DABNEY DAVIS, specialist, Nursery-

Kindergarten-Primary Education in the U. S. Office of Education, retired at the end of June 1953. In her 28 years of service there, she has done much to encourage school administrators to include the education of young children in their programs and to secure better qualified teachers for schools.



Mary Dabney Davis

Dr. Davis has worked closely with the Association for many years. She served as auditor and first vice-president of the Inter-

national Kindergarten Union. She was chairman of several working committees of IKU. As chairman of the Board of Editors of CHILDHOOD EDUCATION when there was no paid editor, she contributed much time, energy, and thought to the preparation of articles and production of the magazine. She was also active in the National Primary Council before the International Kindergarten Union and the National Primary Council became ACE. She has been on the program at many annual conferences.

She will continue to be a source of inspiration and help to many concerned with the education and well-being of children.

JENNIE WAHLERT retired in June 1953 from

her work with the St. Louis schools. In almost half a century of professional and personal concern for children, she has been a teacher, a primary supervisor, a principal, and a consultant in childhood education in the St. Louis Public Schools. In 1931 she toured England on a scholarship and two years ago served as a consultant in kindergarten education in Germany at the request of the U. S. Department of State.



Jennie Wahlert

Miss Wahlert was executive secretary of the National Primary Council in 1929-30. It was at this time that consideration was given to uniting the National Primary Council and the International Kindergarten Union into one organization which later became ACE.

Miss Wahlert was president of ACE in 1937-1939. Before this she served as vice-president representing primary grades and as a member of the Board of Editors of CHILDHOOD EDUCATION.

The generosity, warmth, and professional spirit of Jennie Wahlert have had a profound effect upon those who have worked with her. Next year she will be director of a nursery school and will teach two courses at Washington University, St. Louis.

1953-55 *Plan of Action for Children*

What is happening to children? What are their greatest needs? What is important for children? Branch and international members of ACEI are continually seeking answers to these questions. Through past years many of the same problems have persisted. Progress has been made. Higher goals are set as we grow in our understanding of children. We attack anew the problems with enthusiasm and faith. We believe in people and in their ability to grow, to change and to develop their potential capacities.

From 1892 this Association has persisted in its efforts to provide needed services to members and to children. Again we carefully and critically examine today's situations and problems to discover what present services must be strengthened and expanded, what new services are needed.

ACEI members from thirty-one states, the District of Columbia, and Canada have found that the current problems revolve around children's need of people, places, experiences and materials. Within these areas, the Association should center its efforts for children in 1953-55.

ACEI MEMBERS BELIEVE THAT—

I. People—parents, teachers, neighbors—are of great importance in the total development of children.

A. Children need parents who:

Strive to understand more clearly how children learn and grow.

Work more closely with teachers and others for the good of *all* children.

Show continuously their respect for children.

Suggested action for branch and international members:

Encourage parents, church-school workers, social workers and others to belong to and participate in the activities of the local ACE branch.

Make pertinent ACEI materials available to parents at branch meetings, parent study programs, individual teacher-parent conferences.

Use such resources as radio, printed materials, television and films to interest adults and promote their understanding of children.

Cooperate with other community organizations in activities that provide opportunities for understanding children.

Suggested action for International Association:

Publish materials that contribute to better understanding of how children learn and grow.

Through *Branch Exchange* give information as to how parents, teachers and others are working together.

Encourage and assist in television programs that help others understand children.

B. Children need teachers who:

Believe in the ability of children and adults to learn, develop, change and grow, each in his own way.

Are adequately prepared and continue to study that they may more fully understand children.

Appreciate parents and seek opportunities for working with them.

Find ways of enriching their own personal lives.

Attract, by their own enjoyment of teaching, young people into the profession.

Suggested action for branch and international members:

Plan ACE programs and activities that offer enrichment in personal living and in professional growth.

Work with boards of education, administrators, and other citizens to secure released time for teachers to confer with parents, to attend conferences, to work on committees.

Help new teachers in their adjustments in the school and community.

Find ways to include prospective teachers from high schools and colleges in appropriate branch activities.

Work with other professional organizations interested in improving teacher education and professional standards.

Suggested action for International Association:

Through such services as bulletins, *Childhood Education*, study conferences, and Information Service, help teachers and prospective teachers with professional problems.

Work with other organizations to encourage qualified young people to enter the profession.

Seek high standards of teacher education.

C. Children need neighbors who:

Show their interest in children.

Seek to understand the school program.

Work to improve opportunities for all children.

Suggested action for branch and international members:

Study needs of children in the community and find ways to help meet these needs.

Inform members of available community resources and encourage use of them.

Provide ACEI materials for parent-study rooms at schools, public libraries, doctors' offices, clinics.

Cooperate with other organizations concerned for children.

Suggested action for International Association:

Publish in *Branch Exchange* news of how branches work with others in communities.

Encourage parents, community workers and others to participate in ACEI activities.

II. Place and space either foster or retard the normal development of children.

A. Children need school buildings that permit:

Each child from nursery school, kindergarten, through elementary school, to have a full school day.

Groups small enough for satisfying individual and group experiences.

Recommended maximum group per teacher and per room:

Nursery school (teacher and assistant)	15 children	Primary	25 children
Kindergarten	20 children	Intermediate	25 children

Space enough for good school living indoors each situation. "Experience or service" research in this area is lacking. Many suggest that the minimum should be:

Per nursery school child.....	50 sq. ft.	Per primary child.....	40 sq. ft.
Per kindergarten child.....	40 sq. ft.	Per intermediate child.....	40 sq. ft.

Suggested action for branch and international members:

Encourage participation of teachers, parents and legislators on school building committees.

Help discover ways of using all available space to best advantage for children.

Make available information pertinent to the local education program, its strengths and its needs.

Seek research on size of groups and needed space. Keep branch members and citizens informed.

Suggested action for International Association:

Encourage and publicize research in this area.

Make available current material on good school housing.

B. Children need playgrounds that are accessible, large enough, interesting and safe. Space needs should be estimated in terms of children's activities. "Experience or service" research in this area is lacking. Many suggest that the minimum should be:

Per young child.....	75-100 sq. ft.	For an elementary school, a minimum of 5 acres,
Per older child.....	75-100 sq. ft.	plus an additional acre for every 100 pupils.

Suggested action for branch and international members:

Study playground space and facilities in the light of children's needs at various ages.
Be prepared to supply needed information to proper persons before school sites are purchased.
Make use of such bulletins as *Recommended Equipment and Supplies*.

Suggested action for International Association:

Compile material which will aid branches in improving playgrounds for children.
Seek and distribute information on experimentation and research in this area.

III. Experiences are basic to the learnings of children.

Children need experiences that:

- Contribute to good physical and mental health.
- Present opportunities for them to use skills basic in solving problems important to themselves.
- Lead to investigation and experimentation.
- Will encourage them to assume responsibilities for which they are ready.
- Help them to develop resources within themselves.
- Open doors to varied and enriching interests.
- Develop understanding and consideration of others.

Suggested action for branch and international members:

Plan programs and activities which give children, parents, and teachers an opportunity for exchange of ideas and experiences.
Cooperate with local and state sponsors for TV and radio to improve the quality of programs.
Work for a flexible curriculum providing teacher-parent-pupil planning.
Provide for use of ACEI publications as resources in planning programs based on good experiences for children.
Work for cooperation and coordination of agencies and organizations providing experiences for children.

Suggested action for International Association:

Encourage and assist branches and state associations in planning study groups and workshops on good experiences for children.
Encourage branches and state associations to invite members of neighboring branches and state associations to participate in their workshops.
Make available materials concerning desirable experiences for children.

IV. Materials accessible to children and properly used by them contribute to their living and learning.

Children need materials that:

- Are suitable to their stage of development.
- Are manufactured or prepared to conform to minimum safety requirements.
- Invite investigation.
- Encourage experimentation.
- Stimulate creative work.

Suggested action for branch and international members:

Sponsor workshops where participants have opportunity to make and experiment with materials.
Provide displays of good materials for children.
Ask for representation on purchasing committee for school materials.
Inform public of criteria for choice and use of materials that provide good experiences for children.

Suggested action for International Association:

Continue the Functional Display at annual study conferences.
Continue to publish and keep up to date the bulletin, *Recommended Equipment and Supplies*.

V. Voluntary organizations concerned for children can influence for good or ill what happens to all children.

Members of ACEI, in order to better serve children, need a permanent headquarters building where:

People—teachers, parents and others concerned with children—study, plan and work.

Place and space for adults and children to work and play are adequate.

Experiences for good living and new vision for members, staff and others are possible.

Materials that contribute to the development of children may be seen, used and evaluated.

Suggested action for branch and international members:

Seek answers to such questions as:

Why does ACEI need a headquarters of its own?

What new services could be undertaken in an adequate headquarters that would help branches, members and educators in all countries in their work for children?

What will such a headquarters cost?

Participate through suggestions and voluntary contributions in helping to provide adequate headquarters.

Suggested action for International Association:

Publicize services and opportunities for ACEI.

Keep branches informed of finances in relation to present and future headquarters.

Continue search for new home.

Seek voluntary contributions.

Those Concerned with Children 2 to 12

Teachers, parents, community workers and others, both members and non-members of



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**1954
Study
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Books for Children . . .

Editor, VERA PETERSEN

THE GOLDEN TREASURY OF NATURAL HISTORY. By Bertha Morris Parker. Illustrations painted by eighteen artists. New York: Simon and Schuster, 630 Fifth Ave., 1952. Pp. 216, 8 x 11 in., \$5. One of the most outstanding books published for children in this last year was *The Golden Treasury of Natural History*, an excellent book for all elementary grades, a choice book for families who love the wonders of nature.

Older boys and girls will want to delve into the text at the special places where their interest has been highlighted by fine color pictures. Younger children, even in the kindergarten, will surely be engrossed in exciting conversation when they see the illustrations of such things as snapping turtles hatching out of their eggs, a boa constrictor coiled in security, or the marvelous contours and colors of mushrooms.

In her forward to this volume, Bertha Morris Parker says, "The book is not designed

as a nature guide; no section is sufficiently complete to serve that purpose. But the pictures will nevertheless help in identification . . .

"The sky, the stuff the earth is made of, the plants and animals about us, and the life of past ages—these are subjects in which young people have a natural interest. To take advantage of that interest and build up a genuine understanding of the world of nature is the aim of *The Golden Treasury of Natural History*."

A HERO BY MISTAKE. By Anita Brenner. Illustrated by Jean Charlot. New York: William R. Scott, 8 W. 13th St., 1953. Pp. 44, 6 $\frac{3}{8}$ x 8 $\frac{1}{2}$ in., \$2. All of us know

simpletons. In our folk tales they are usually the youngest of three brothers and they usually gain a coveted position in spite of their stupidity.

Here in a Mexican setting we find Dionisio, a different kind of simpleton, a full-grown man who was afraid of his shadow, the echo of his own voice, and things such as two eyes in the night—which turn out to be the headlights of a truck. Every time Dionisio discovered the cause of one of his frights he

(Continued on page 42)

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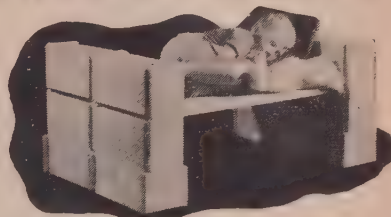
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Books for Children

(Continued from page 40)

exclaimed, "Oh, what a silly I am!" and disciplined himself with a knock on the head.

He became a hero though, albeit by mistake, when one dark night he lassoed what he thought was his wandering burro. What he had captured was Mexico's most sought after bandit! Though children will want to look for themselves at the expressive line drawings by Jean Charlot, what they will want most is to hear the story again. It is excellent for reading aloud to sevens, eights, and nines.

THIRTY-ONE BROTHERS AND SISTERS.

By Reba Paeff Mirsky. Illustrated by W. T. Mars. Chicago: Wilcox and Follett Co., 1255 S. Wabash, 1952. Pp. 190, 7 x 9¼ in., \$2.95. Artfully designed with wide margins and distinct type for comfortable reading is this true life tale from the South African veld. Nomusa, daughter of a Zulu chief, is the keen-minded and quick-witted heroine of the tale. The poignant experiences of Nomusa and her thirty-one brothers and sisters make this an

engrossing story and bring real knowledge of how children in one primitive society live today. This is a book for boys and girls from nine to twelve.

THE DUCK. Photographs by Ylla. Story by Margaret Wise Brown. New York: Harper and Brothers, 49 E. 33rd St., 1953. Pp. 37, 9¼ x 11¼ in., \$2.50. Companion piece to *Sleepy Little Lion* (Harper, 1947) is *The Duck*, a collection of Ylla's impeccable animal photography to which Margaret Wise Brown had written an accompanying text.

This large attractive book is sure to be a real conversation piece for children from four to eight who will delight in the duck's escapades with other animals at the zoo.

THE FOUR LITTLE FOXES. By Miriam Schlein. Illustrated by Luis Quintanilla. New York: William R. Scott, 8 W. 13th St., 1953. Pp. 32, 8 x 10 in., \$2. It is refreshing to find a book for children in which foxes are not featured as villains! In *The Four Little Foxes* Miriam Schlein has given us a well-written, scientific account of some young
(Continued on page 44)

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Books for Children

(Continued from page 42)

foxes from the time they were born in their dark den in the forest until they were full grown, hunting their own food, and exchanging fox-calls across the hills. Half the charm of this book, which will delight our five- to eight-year-olds, is in the skillful drawings of Spanish artist Luis Quintanilla.

ALL READY FOR WINTER. By Leone Adelson. Illustrated by Kathleen Elgin. New York: David McKay, 225 Park Ave., 1952. Pp. 22, 7¼ x 10 in., \$2.

Summertime is gone . . .

Slipped away . . .

Blown away . . .

Washed away by the rain . . .

Winter is coming fast!

Shut the door tight. It's cold outdoors.

Warm your hands by the fire. It's cold!

What happens when winter comes?

Four- to eight-year-olds will indeed be warmed by such a book as this for it explains

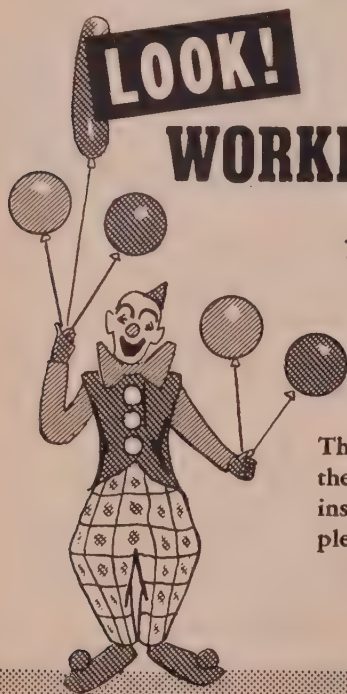
in text and picture how birds, field mice, turtles, horses, squirrels, and caterpillars get ready for winter.

Adults who read the book to children will want to revise the text in one part: for a butterfly caterpillar does not spin round and round and make itself a cocoon. The pupal state of a butterfly is a chrysalis. The artist however, has correctly interpreted a chrysalis.

The story ends on a delightful note for any youngster, who will surely agree that after mother has gotten out his old snowsuit, warm mittens, and woolen scarf that he too is *all ready for winter!*

THE VERY LITTLE GIRL. By Phyllis Krasilovsky. Illustrations by Ninon. New York: Doubleday, 575 Madison Ave., 1953. Pp.

29, 7½ x 8½ in. \$1.50. Here is a charming book to reinforce in both story and pictures for threes, fours, and fives, their growing concepts of *little, smaller than, bigger, and bigger than*. The cunningly drawn illustrations give engrossing detail, yet are free from the clutter of confusion. The climax comes when the very little girl has grown "big enough to be a big sister to her brand new baby brother who was very, very, very little!"



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Books for Adults . . .

Editors, Dept. of Education
NISTC, DeKalb, Illinois

DANCE IN ELEMENTARY EDUCATION.

By Ruth Lovell Murray. New York: Harper and Bros., 49 E. 33rd St., 1953. Pp. 342. \$4. This publication will be a welcome addition in a field in which usable instructional materials are quite rare. The book contains information for teachers of primary, intermediate, and junior high school levels. The author gives considerable attention to creative dance, but also discusses folk and square dance. In the way of practical helps, material is provided on basic dance steps, basic rhythm patterns, accompaniment for dance, and planning dance performances. There are many suggested references, and some suggestions for grade placement of the various organized dances.

One of the interesting sections is entitled "Making Dances." The writer suggests ways of stimulating ideas and feeling of the group so that the children will have a desire to dance

and have something to express in their dance. The child may be encouraged to create by the use of a song, poem, rhythm instruments, or music.

The philosophy of the book is in keeping with new educational theory. The program must grow from the needs and interests of children and be suited to their personalities and ideas. Middle grades need more mature subject matter for their dance than is often provided; boys should be encouraged to choose dance topics which are masculine and vigorous. The teacher who plans the program well will find a readiness in children for experiences in dance.—Reviewed by ELEANOR VOLBERDING.

PLEASE EXCUSE JOHNNY. By Florence McGehee. New York: Macmillan Co., 60 Fifth Ave., 1952. Pp. 242. \$3.50. "How little we know about how the other half lives" is a common saying. Mrs. McGehee, supervisor of Child Welfare and Attendance in a California school system, gives the reader a glimpse into how the other half, people of the lower classes, live. The truants in her

(Continued on page 46)

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Books for Adults

(Continued from page 45)

district, as in most communities, came largely from this class, and her frequent home visits to check up on Johnny, Mary, Manuel, or Conchita show the dwellings to be often mere shacks, and the families ignorant, superstitious, immoral or amoral, and poor.

Understanding the background of her truants led her to be tolerant of them and to repeat as a prayer the words she read so often on written excuses for absences. "Please excuse Johnny." Perhaps her vivid, sometimes shocking accounts of her truants and their home life, will help a teacher or parent to be more understanding of what makes such a child behave as he does.—Reviewed by IRENE FELTMAN.

THE LOST AND THE FOUND. By Robert Collis. New York: Woman's Press, 1953.

Pp. 181. \$3.50. Here is a revealing, moving and important book. This is not just because it tells a true story of two brave, resilient children who were able to grow new roots when all the old ones had been chopped off

in the brutality of Fascist destruction. It is also because the sensitive awareness of the father they adopted was able to perceive and record from their memories and the memories of those who knew them some of the sources of their resilience and their courage.

These sources included the early love of a cat and a dog, of the mountains and trees of their home, along with the direct physical comfort of their unfailing mother. These early experiences of fulfillment and well-being could be revived—after father, mother, baby sister, older brother and other relatives had been killed, and the children had seen and suffered all the horrors of Belsen and the anguish that preceded it.

The surge of well-being that came in their earliest years from the sense of deep closeness with all these things that meant home to them in Czechoslovakia came back again when in Ireland new mountains, a new dog, new kittens, a new father offered peace and love, as it began to come back, in slow, irregular stages, from the time the British came to Belsen.

This story of recovery is just as sound,

(Continued on page 48)



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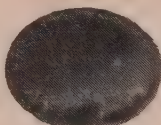
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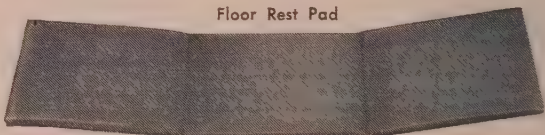
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By Rosalie K. Fry. Ten delightful new fairy tales, rich in the type of make-believe that children love. *Beautiful illustrations by the author.* Gr. 3-6 \$2.00

HORSES ACROSS AMERICA

By Jeanne Mellin. No child will be able to resist this strikingly handsome book which shows the many breeds of horses from one end of the country to the other, describing them and their function in the life of the community. *Magnificent illustrations in color and black and white by the author.* Gr. 3-up \$3.00

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By Inez Hogan. The grizzly, polar, Alaskan, kinkajou, black and other bears find that 'a bear is a bear' no matter where he lives. *Appealing crayon drawings by the author.* Gr. K-2 \$2.00

THE STORY OF PETER TSCHAIKOWSKY: Early Years

By Opal Wheeler. Beautifully told story of the great composer from boyhood to the triumph won by his First Symphony. Piano arrangements of his music are included. *Illustrated by Christine Price.* Gr. 3-6 \$3.00

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This easy-to-read and easy-to-follow handbook shows the classroom teacher, who may have little or no musical skill or training, how to use music as part of the daily school experience of children in the first through the sixth grade. A thoroughly practical book that elementary teachers will find indispensable throughout the school year. *Illustrated.* \$3.75

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Books for Adults

(Continued from page 46)

psychologically, as the stories of trauma and distortion of personality with which clinicians are more familiar; and precisely because we have paid so little attention to the process of recovery, of holding on to health, this account is significant.

The fact that it is, as Margaret Mead comments, "Science turned into poetry" should not limit our response to the book to a literary appreciation; it is a gift to psychology as well.—Reviewed by LOIS MURPHY, senior psychologist, Department of Social Applications of Psychiatry, The Menninger Foundation, Topeka, Kansas.


THE FUNCTION OF THE PUBLIC SCHOOLS IN DEALING WITH RELIGION. A Report on the Exploratory Study Made by the Committee on Religion and Education. Washington, D. C.: American Council on Education, 1785 Mass. Ave., N.W., 1953. Pp. 145. \$2. In recent years many books and articles have been written on the subject of developing moral and spiri-

tual values in our schools. Since many parent and teachers have felt that there has been too little emphasis upon such values, numerous suggestions for solution have been offered. *The Function of the Public Schools in Dealing with Religion* deals with the problem. It attempts to point out the appropriate relation of religion to public education, to determine what the public schools are doing to assist young people to have an intellectual understanding of the role of religion in human affairs, and to indicate opinions of religious and educational leaders.

Since sectarian religious instruction is excluded from public school curricula by federal and state laws, the participants in the study point out that this does not mean that the problem of what to do about religion in our public schools has been solved. In general, they concluded that all public schools "can provide for the factual study of religion both as an important factor in historical and contemporary development of our culture and as a source of values and insight for great numbers of people in finding the answers to persistent problems of living."

The book offers no immediate solution to


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the problem, but the illustrations of present practices in schools and colleges today in dealing with the problem of the relation of religion and public education may suggest practical approaches to many parents and educators.

The extensive bibliography at the conclusion of the book (primarily books and articles of recent publication) will be useful to educators who are vitally concerned with the problem and who are working for solutions.—*Reviewed by* ESTHER WILLIAMS.

CHILD DEVELOPMENT. *By William E. Martin and Celia Burns Stendler. New York: Harcourt, Brace and Co., 383 Madison Ave., 1953. Pp. 519. \$4.75.* This approach to child development is uniquely interdisciplinary in point of view. The authors have brought together contributions from the fields of sociology, biology, psychiatry, and cultural anthropology and skillfully interrelated them to further our understanding of the whole child.

The book starts with a biological approach in which the authors show the child's commonalities with other animal life and then his uniquely significant biological equipment

as *Homo sapiens*. Biological principles of development and physical spurs to activity are described concisely without overloading the reader with technicalities. The process and agents of socialization by which the child learns to be human are discussed as they interact with his biological equipment. Recent sociological and anthropological insights into the acculturation of the child in his particular society add basic completeness to this presentation.

Those of us who have struggled to put the child back together after cross-sectional or longitudinal analysis will welcome this approach to children with its bio-cultural integrity.—*Reviewed by* J. FRANCES HUEY.

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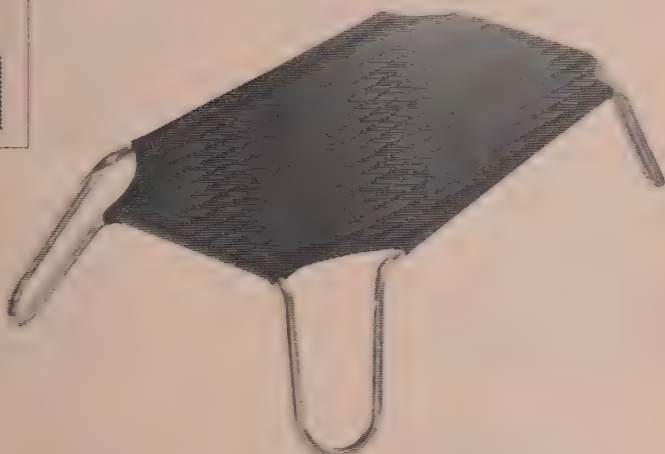


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Among the Magazines . . .

Editors, MARIE M. HUGHES and Staff
Wm. M. Stewart School, Univ. of Utah

Greetings and Statement of Policy:

It is a pleasure to prepare this column for the Association which we feel is doing so much for the children of America. Our regret is that we cannot discuss all the articles that we and you have found stimulating. Our selection each time will be limited to a theme or area that we think is of significance. For September we felt that we must take a look at the World of 1953. It is only a partial look, but we know that all teachers will continue to seek to understand today's world.

Marie M. Hughes and the Staff
of Wm. M. Stewart School
University of Utah

What is the world like to the young child who goes to school in the fall of 1953? Bill Mauldin gives us one picture. (Used by Permission. "Bill Mauldin Writes to Joe." *The Reporter*, February 17, 1953, p. 34.)

"The other day Andy was sitting in front of the television set with a gold-plated Colt .44 in a holster, a rocket pistol in his belt, a rifle on his lap, and a comic book in his hip pocket. Man, you should have seen the cover on that book. It would have scared you to death. A bunch of wild men wearing U. S. Army uniforms and using knives, fists, and what looked like broken beer bottles were tangling hand to hand with some unidentified villains, who were naturally getting the worst of it. A flying saucer hovered over their heads.

"The television show took up where the book jacket left off. It was a space-man moon-shooting program that must have been trying to keep its hold on the lollipop lickers who are still loyal to cowboy stuff, because cattle rustlers in a jeep kept coming in and out of the picture. There was some military stuff from time to time, too.

"I don't wanna be President any more," Andy told me. 'I wanna join the Army and be a sojer all my life.'

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"A space cadet can kill a cowboy, but a

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sojer can kill cowboys *and* space cadets,' he said. 'I can kill you, too. Kerspcheu-wwwwwwww!' He can't even whistle yet, but he can purse his mouth and imitate perfectly the sound a ricocoheted rifle shot makes on a sound track. . . .

"All *our* parents had to worry about was explaining sex to us. Our parents could answer straight or they could duck the questions and let us get our misinformation elsewhere. Today with our own kids there's this added problem. 'Daddy, did you get to kill anybody in the war?' 'Are people dead when they're killed?' 'I want to kill somebody.' 'Why do they lie down when they're dead?'"

"But I finally hit on the right thing to say. It occurred to me that what puts a lot of the glamour in this battle stuff is that the television and comic-book projectiles travel a more or less one-way street and the bad men always drop dead first. I told Andy that this part is sure enough make-believe."

What is the goal of youth? What is their struggle? A partial answer is given us in a thoughtful article by Thornton Wilder, "The Silent Generation" (*Harpers*, April 1953, pp. 34-36.) His concept of present day youth

as the first truly international men and women carries with it curriculum implications. Can we as teachers help children and youth "to find" themselves? Are we able to help children and youth properly appraise reality, and at the same time formulate and retain useful ideals?

As teachers, we shall be much more at home with the curriculum implications from an article written by Vance Pack, "Youngsters Wanted for Jobs Unlimited," (*American Magazine*, June 1953, pp. 26-27, 108-113.) It is refreshing to see effective use of our language stated as desirable competence for mathematicians and engineers.

Teachers, youth, and children are citizens of the United States and perhaps sooner than we realize are to become *citizens of the earth*. According to a recent editorial there is taking place in our time "great continental rearrangements." These continents include Asia, Africa, and to a lesser degree South America. The foremost problem presented by these "rearrangements" is that of human relations. The world must cope with backwardness; new social institutions and mechanisms must be

(Continued on page 54)

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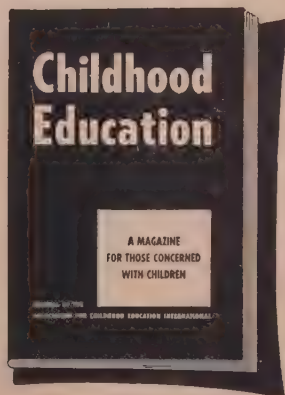
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Among the Magazines

(Continued from page 53)

created; however, the factor that overshadows all others is the *issue of race*. How may the dark-skinned people of the world and the white-skinned people live together with mutual respect, affording each an opportunity to live and develop as equal members of mankind?

Africa as the last continent to become the center of world interest suggests to us the one we as teachers must learn to know. *The Saturday Review* (May 2, 1953) devotes its entire issue to "America and the Challenge of Africa." It presents authors of varying points of view with a coverage that ranges from Dr. Schweitzer to the Mau Mau. Recent books on Africa are reviewed. An evening with this number leaves one with a new orientation to this world.

Life (May 4, 1953) also presented a special issue on Africa. Its title is, "Africa a Continent in Ferment." The best contribution of this magazine is its geographic description of the African continent. We may find it im-

possible to really understand our world but it is our job to try to do so.

In a lighter vein additional appreciation of today's world may be gained by perusing a new department in *House Beautiful* called "What It Means to Be a Modern Epicure." It began May 1953. The author takes the view that the big industrialized foods, canned and packaged, are "raw materials" to be used in the creation of dishes. Just a sample will whet your appetite for more. "The most elegant French sauces, Veloulé Supreme, Allemaude, Mousseline, are whisked together from cans of soup." (p. 202.) The June number, for example, dramatizes a can of consommé—good reading even though you don't cook.

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Games and Play for Children

(Continued from page 25)

short semester seems a great advantage. After the two weeks' vacation in New Zealand we find that teachers and pupils return to work with renewed vigor.

In some cases, teachers in elementary schools desire to take their pupils through more than one class, but pupils would not have the same teacher more than two years.

Each province or state in New Zealand has its own Education Board but education is centralized under the one Education Department. Consequently it is possible for teachers to move around to any part of the country without loss of salary. The tendency is for teachers to change positions more than I would say they do in Dayton, Ohio, anyway. This change is in many cases of great benefit to teachers. It makes for broad interchange of ideas and understanding of modified types of education.

Teachers must stay in a school (permanently) at least two years before changing.

—By UNA WILSON
Napier, New Zealand

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Over the Editor's Desk

New Editorial Board Members

New members of the Editorial Board, chosen by the Executive Board, were sent their letters of invitation back in February and by April 5 they were already helping on this year's issues of *CHILDHOOD EDUCATION*. Some were able to attend the Editorial Board meeting held during the ACEI Conference in Denver, others responded to the last questionnaire for names and suggestions.

Pauline Hilliard, professor of elementary education, University of Florida, Gainesville, will serve as Editorial Board Chairman for the next two years. Miss Hilliard has served on the Editorial Board and has been most helpful in getting reactions and responses from a large number of readers for future plans.

Lula Doyle Baird, elementary supervisor of the Morrilton Consolidated Schools, Arkansas, will represent the Southwest Region.

Ursula Henley, director of curriculum, State Department of Public Instruction in Topeka, Kansas, and Robert Price, elementary coordinator, Denver, Colorado, will represent the Great Plains Region.

Katherine E. Hill, associate professor of education, New York University, New York, and Laura Hooper, director of the Illman Carter Unit, University of Pennsylvania, Philadelphia, will represent the North Atlantic Region.

Representing the Pacific Coast Region is Pauline Jeidy, assistant superintendent of schools of Ventura County, California.

Marion Nesbitt, teacher in Maury School, Richmond, Virginia, is a new representative from the Southeast Region.

James Knight, director of extension teaching, University of Texas, Austin, will serve for two years as editor of "Bulletins and Pamphlets." Working with educators throughout the state, James Knight will evaluate new educational bulletins and pamphlets.

Wilbur A. Yauch, head, Department of Education, Northern Illinois State Teachers College, and other members of the department will review "Books for Adults." You will notice that the name of this section has been changed to be more inclusive in scope. The criteria will be based on books of value to people concerned with the welfare of children 2-12.

Notice that "Among the Magazines" is back in *CHILDHOOD EDUCATION* this year. You will want to read the statement of policy prepared by Marie M. Hughes, principal, and the staff of the William E. Stewart School, University of Utah, Salt Lake City.

We Are Proud

The response to two questionnaires used in preparing material for this issue was most gratifying. Twenty-nine people representing eight countries and fifteen states of the United States responded.

We would like to extend our "pipe-lines" even further. Can't we encourage you to write in response to something that hasn't been said? Won't you get on our list to be queried for your area?

The April issue of *CHILDHOOD EDUCATION* develops the topic "What Does Crowding Do?" We will need a great deal of anecdotal material to show how children suffer under crowded school conditions. Or, to look at the topic another way—"What I can do with 25 children in a group that I could not do with 35, 40, 45, and 50. What can be accomplished under better conditions?" We would need to have this material by January 1.

In the October Issue

The October issue of *CHILDHOOD EDUCATION* develops the topic "Grouping."

"Choice-Points in Working Groups" is a challenging editorial by Arthur Foshay, Ohio State University. Etta Rose Bailey develops the topic of what groups do for children.

Jeannette Veatch, New York University, looks at school grouping practices with a compilation from four school systems that are trying some ideas away from traditional grade grouping. Edith Thomas discusses school-room grouping practices.

Is research pointing out some implications we should be taking into consideration in grouping practices? Gerthorn Morgan, University of Maryland, points out what he has found and the implications.

The second section is on reading—methods and materials found in the elementary school. You won't want to miss the interesting development which shows the "why" of such practices by Charlotte Huck and Doris Young, Northwestern University.

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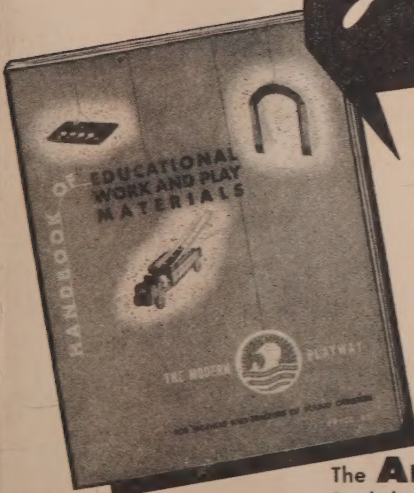
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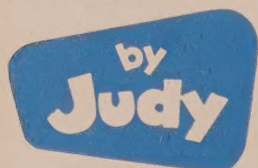
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